

CROUCH MEMORIAL
LIBRARY FUND




EX -

LIBRIS

Accession No. -----

Date -----



Digitized by the Internet Archive
in 2022 with funding from
Kahle/Austin Foundation

INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION

TABLE OF CONTENTS

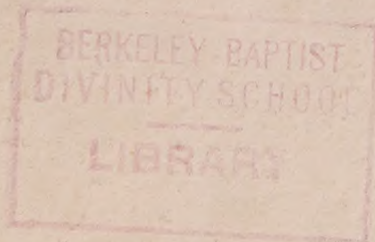
- Standard A for the Sunday Church School.
Standard A ... Scoring Manual.
Standard B for the Sunday Church School.
Standard B ... Scoring Manual.
Standard for the Beginners' Department.
Scoring Manual for ... Beginners'
Department.
Standard for the Primary Department.
Scoring Manual for ... Primary Department.
Standard for the Junior Department.
Scoring Manual for ... Junior Department.
Standard for Intermediate, Senior and
Young People's Departments, or Combi-
nations of Departments, in the Young
People's Division of the Sunday Church
School.
Scoring Manual for ... Intermediate,
Senior, and Young People's Departments,
or Combinations of Departments, in the
Young People's Division of the Sunday
Church School.
A Proposed Standard for Adult Religious
Education in the Church.
Scoring Manual for ... Adult Religious
Education in the Church.
Standard for the Vacation Church School.
Scoring Manual for ... Vacation Church
School.
Proposed Standard for the Weekday Church
School.

TK12
In85
st

BERKELEY BAPTIST
DIVINITY SCHOOL
LIBRARY

INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION

Standard A
for the
Sunday Church School



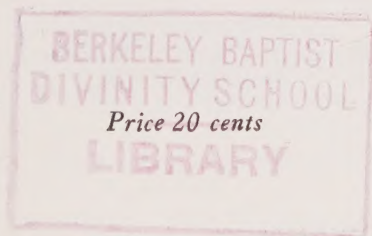
THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
5 SOUTH WABASH AVENUE, CHICAGO, ILLINOIS

3167

INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION

Standard A
for the
Sunday Church School

Approved, February 1929, by
The International Council of Religious Education
5 South Wabash Avenue, Chicago, Illinois



THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
5 SOUTH WABASH AVENUE, CHICAGO, ILLINOIS

INTERNATIONAL STANDARDS IN RELIGIOUS EDUCATION

GENERAL STANDARDS

The Educational Work of the Church (in preparation)
Standard A for the Sunday Church School
Standard B for the Sunday Church School
Standard for the Vacation Church School
Standard for the Weekday Church School

DEPARTMENTAL AND DIVISIONAL STANDARDS

Standard for the Beginners' Department
Standard for the Primary Department
Standard for the Junior Department
Standard for the Intermediate Department
Standard for the Senior Department (in preparation)
Standard for the Young People's Department (in preparation)
Standard for Adult Religious Education in the Church

Copyright, 1929, by

The International Council of Religious Education

Printed in U. S. A.

Standard A for the Sunday Church School

PURPOSE OF THIS STANDARD

THE purpose of this standard is to help leaders in Sunday church schools to examine their own work in order to improve it. This purpose is accomplished in two ways:

First, through indicating the important things to stress in a good Sunday church school. Certain items have been selected for this standard because of their importance. Each of these items is described so as to give a clear idea of what is meant by it and why it is important. This is followed by some suggestions on how to attain it. Thus, in brief scope, a comprehensive picture is given for a program of religious education for the Sunday church school.

Second, through a plan for scoring each of the items in this standard. This makes it possible to measure the extent to which a school reaches the ideal. The total perfect score is 1,000 points. The number of points assigned to each item in the standard indicates approximately its relative importance. A school may score anywhere from 0 to 1,000 points. If it is desired to show this score in terms of per cent, this can easily be done by dividing it by 10. In the outline on page 6 the amount of credit allotted to each item is shown. The complete scoring directions are given in a separate scoring pamphlet.

HOW TO USE THIS STANDARD

The primary value of this standard lies in enabling workers in the Sunday church school to visualize their own needs and in challenging them to better work. In order fully to serve its purpose, it is necessary that all the workers be familiar with it and evaluate their own work by it.

The standard has purposely been so constructed that few, if any, schools will score 1,000 points. Some will rate high on one item and some on another. It should challenge every school to improvement, without encouraging any to feel that it has arrived at the ultimate point of perfection. The test of its value lies in how much it stimulates schools to better

work. The standard is not intended for comparing one school with another. If it is to be used for comparison of schools, this should be done only under the guidance of an impartial expert scorer.

WHAT IS THE CHURCH SCHOOL?

The term "church school" is used to designate that organization through which the entire educational program of the church is administered. The church school may carry out its complete program through various units of organization such as the Sunday church school, weekday church school, missionary societies, young people's and other societies and clubs. In a church school which has a thoroughly integrated program these units of organization will provide a cumulative experience which preserves an essential unity in the life of the pupil. The term "Sunday church school" is used to designate the organization which commonly meets on Sunday morning for worship and study, or what is more generally known as the Sunday school.

A SYSTEM OF STANDARDS

This standard is one of a system of standards for religious education in the church. There is one comprehensive standard for the entire educational program of the church, entitled *The Educational Work of the Church*. This is now being prepared and will probably be available in the spring of 1930. The standard at present before us is designated *Standard A for the Sunday Church School*, and is intended for church schools with fairly competent leadership. There is another form, designated as *Standard B*, which is for smaller schools, or those which have not yet advanced to the point where they can use *Standard A*. Standards are also provided for the various departments of the church school. These should be used in conjunction with *Standard A* because they show its specific application to the various departments.

This standard has been made to apply to the Sunday church school only. In a church where the Sunday church school is but one of several agencies carrying joint responsibility for a unified program of educational work, it should cooperate with these other agencies in order to avoid overlapping and duplication. Throughout this standard the Sunday church school should be regarded as meeting the requirements on any given item if it

definitely cooperates with other educational agencies of the church, and discharges its share of the responsibility covered by that particular item. This relationship can best be maintained through the use of *The Educational Work of the Church*.

THE OBJECTIVES OF RELIGIOUS EDUCATION

The final test of the school of religious education is the extent to which it leads pupils in learning to live the Christian life. This life-centered objective should be kept constantly in mind in evaluating the work of the school. The fundamental questions on which such evaluation should be based are these:

1. Does it lead the pupil into a personal relationship with God?
2. Does it give the pupil an understanding and appreciation of the life and teachings of Jesus, lead him to accept Christ as Savior, Friend, Companion, and Lord, and lead him into loyalty to Christ and his cause?
3. Does it lead to a progressive and continuous development of Christlike character?
4. Does it lead into enthusiastic and intelligent participation in the building of a Christian community and world?
5. Does it develop the ability and desire to participate in the life and work of the church?
6. Does it give a Christian interpretation of life and of the universe?
7. Does it give a knowledge, understanding, and love of the Bible, and an intelligent appreciation of other records of Christian experience?

These questions must constantly be before the leaders of the educational work in the church. Success can be rated only in terms of the ability to give an affirmative answer to one or more of them. If we had perfect measuring sticks whereby we could ascertain the extent to which these ideals have been attained, we would not need to go further in this standard. We do not, however, have such measures of spiritual attainment. Only very gradually are such instruments of measurement emerging.

We must therefore move beyond the statement of desired

product to that of the *conditions* under which this product will most likely be attained. Here we can be more specific in our requirements and more mechanical in our measurement. Even here we must bear in mind that the only purpose for setting up ideal conditions is that the best product may be attained. The items which will be presented in the remainder of this standard are *means*, not ends in themselves.

THE MEANS FOR ACHIEVING THE OBJECTIVES

The following outline will give a bird's-eye view of the scope of this standard. The figures following each item indicate the portion of the total 1,000 points to be allotted to it.

I. *Curriculum* (325)

1. Worship (70)
2. Service (65)
3. Study (70)
4. Social and Recreational Life (55)
5. Personal Experience in Religion and the Church (65)

II. *Leadership* (285)

6. Personal Qualities (95)
7. Training and Experience (95)
8. Teaching and Executive Ability (95)

III. *Organization and Administration* (245)

9. Unity of Program (35)
10. Budget (25)
11. Staff of Workers (35)
12. Training and Supervision of Workers (45)
13. Administrative Management of Pupils (35)
14. The Session (20)
15. Records and Reports (20)
16. Outside Relationships (30)

IV. *Housing and Equipment* (145)

17. Rooms (40)
18. Equipment (35)
19. Literature and Supplies (40)
20. Service and Upkeep (30)

In the following pages there will be presented in detail the description of the various items in this standard together with questions which will indicate what is required to attain them.

I. Curriculum

The curriculum includes whatever experience is provided by the school in helping pupils in learning to live the Christian life. It includes not only the course of study but also such things as the program of worship, service enterprises, participation in the life of the school and of the church, and recreational activities.

1. *Worship*

Worship is an important means of developing a sense of personal fellowship with God. The experience of worship helps the pupil to have a growing appreciation of God and to understand him better. It helps to center his thought and feelings upon the commanding ideals of the Christian life.

a. *Provision for Worship.* Because of the importance of worship in Christian experience, the school should provide adequate opportunity for training and practice therein.

- (1) Does each department or grade have at least 15 minutes for worship, either in one period, or at intervals as in the beginners' and primary departments?
- (2) Is this period kept entirely free from such distractions as announcements, training in singing, and addresses unrelated to the program?

b. *Quality of Programs.* In order to secure the best quality of worship, programs should be carefully prepared and materials selected with reference to a central theme closely related to the experience, interests and needs of the worshipers. The music used, both instrumental and vocal, should be appropriate to the theme and of such beauty and dignity as to create an atmosphere of worship. The room should be so arranged as to create a worshipful atmosphere.

- (1) Are the programs of worship carefully prepared in advance?
- (2) Does your worship program usually have a central thought, with which the Scripture readings, hymns, music, prayers, and other elements are in harmony, thus giving unity to the whole?
- (3) Are the hymns expressive of Christian sentiment, and of such character as to stimulate dignified worship?
- (4) Is each program carried on in a spirit of sincerity and reverence, free from whispering, talking, disorder, and inattention on the part of pupils and teachers?

- (5) Are the programs of worship such as to exalt better ideals of living and acts of service?
- (6) Are needless comments, announcements, interruptions, and distractions which would interfere with the spirit of worship avoided during the period of worship?
- (7) Is the arrangement of the room conducive to an atmosphere of worship?

c. *Gradation of Materials.* Programs of worship should be adapted. Hymns, prayers, readings, and other materials should be within the understanding of the pupils using them. With increasing maturity of the worshipers, programs should advance from the elementary to more adult aspirations and expressions.

- (1) Are ideas and feelings so expressed that they may be clearly understood and appreciated by the department in which they are used?
- (2) Are the interests, needs, and experience of the pupils considered in the selection of themes and materials of worship?

d. *Leadership.* To lead a group of worshipers in a public service calls for careful preparation. The leader himself must be a worshiper before he can lead others into the experience of worship. He should identify himself in thought and feeling with the members of the group so that he shares in worship with them, rather than conducts a program for them.

- (1) Does the leader make the personal preparation necessary to enter with purpose, sympathy, understanding, and poise into the service of worship?
- (2) Do those who lead in music and singing express the spirit of reverent devotion in keeping with the theme?
- (3) Do those who lead in prayer express ideas and feelings natural to members of the group?

e. *Pupil Participation.* Worship is a personal experience. The public worship of a group must be shared by each member if it is to be real for each. A program of worship should never be a performance staged for an audience but rather an experience shared by all. Older pupils should have a share in planning and conducting the programs.

- (1) Is there general participation by the members of each group in the various parts of the program?

- (2) Do the members take part in their worship programs with evident enjoyment?
- (3) In departments of intermediate age and over, do pupils have a definite share in planning and conducting the programs?

f. *Training.* Provision should be made for training in the elements and modes of expression of worship. The pupils should become familiar with new hymns, forms of prayer, and other materials for worship. Special attention should be given to the interpretation of these materials so as to lead to appreciation and avoid the tendency to mere mechanical repetition. A special time for learning materials of worship should be provided, but in all cases this should be carefully separated from the worship service itself.

- (1) Is provision made for training in the singing of hymns, sharing in Scripture responses, etc., apart from the periods of worship?
- (2) Is provision made for giving the pupils an understanding of hymns, responses, art masterpieces, and other materials used in the programs of worship?
- (3) Is provision made for the training of individuals and groups in the leadership of worship?
- (4) Is the church worship interpreted for the members of the school so that they may take part therein with understanding and appreciation?
- (5) Is provision made for encouraging and aiding pupils to form the habit of private devotion?

2. *Service*

Learning to live the Christian life proceeds not only through worship and study, but also through the doing of Christlike deeds. Jesus made service not only the badge of rank but the condition of membership in his brotherhood. Personal service and giving are essential to a well rounded curriculum of Christian education.

a. *A Definite Plan of Service Activities.* If the religious educational values of service are to be achieved it must be regular and systematic, not spasmodic and depending upon the passing emotion or whims of individuals. The school should have or should share in a definite plan of service activities just as carefully worked out as its worship and study, and in close relationship with these other activities.

- (1) Does the school have a definite plan of service and giving in which all pupils may share? (See the statement in the introduction concerning the sharing of the Sunday church school with other agencies of the church in a comprehensive program.)
- (2) Does the school give opportunity for all members of the school to engage in personal service?
- (3) Is the plan *comprehensive*? Does it fairly represent the varied interests and responsibilities within the local church and of the local church and the denomination in relation to community, home and foreign missionary enterprises? Does it fairly represent the church's interdenominational relationships and responsibilities?
- (4) Are the service activities *graded*? Do they present to the pupils of each department projects and undertakings suited to their respective interests and capabilities?
- (5) Does the plan provide for activities which are *continuous* so as to develop habits of service, including habits of regular and systematic benevolence?
- (6) Are the service activities related to other parts of the curriculum so that each helps the other? Are the objects and causes chosen for service presented in the worship and study so as to give stimulus and guidance to the service undertakings?

b. *Quality of Service.* The religious educational value of service depends not so much upon what is done or the amount given as upon the spirit and manner in which the service is rendered. Christian service should be an act of full and joyous self-expression. This requires that it shall be intelligent, voluntary, purposeful, and rendered in a spirit of brotherly kindness and love.

- (1) Is clear and adequate information given to the members of the school regarding conditions and needs, so that service may be intelligent?
- (2) Do the pupils of the school share in a vital way in the determination of the objects of their gifts and service in the light of adequate information?
- (3) Are the service activities of the school regularly and systematically carried on in a spirit of loyalty to the responsibilities that have been assumed?

- (4) Is there definite effort to promote the spirit of fellowship through cooperative undertakings by classes, groups, departments, and the entire school?
- (5) Is service rendered in a spirit of true fellowship with those served so as to create feelings of sympathy and respect for them rather than those of pity, condescension and patronage?

c. *Giving.* While giving and acts of personal service should rank together as part of the program of service, the prominence given the former calls for special attention. Money is an important instrument of self-expression and the use that a person makes of it is a fair test of the quality and range of his interests and desires.

- (1) Are direct giving, involving a real sharing of one's own means, and personal sacrifice encouraged rather than the raising of funds through bazaars and mechanical devices?
- (2) Is there definite effort in the program of service to develop in each pupil the habit of regular, systematic giving to benevolent and religious causes, including the support of his own church, using the envelope system or some other equally effective plan?
- (3) Do all the members of the school give regularly and systematically to benevolent causes?
- (4) Is emphasis placed upon the fact and the spirit of giving rather than the amount of the gift?

d. *Training in Service.* Much of the satisfaction as well as the educational value of service depends upon the ability to render it effectively and to see results. This calls for training through study of the principles of service, adequate information regarding objects and causes, as well as practice in service. The school should make definite provision for such training.

- (1) Is provision made in the course of study for consideration of the principles of service?
- (2) Is provision made for definite practice in service under supervision?
- (3) Is provision made for study of the benevolences and service enterprises of the local church, and of the service agencies of the community and the denomination?
- (4) Is there opportunity for and effort to secure comparison and evaluation by the pupils of various objects and causes?

- (5) Is provision made for enlisting individuals in service on the basis of personal fitness for the respective tasks, such as playing musical instruments, serving as program leaders, doing statistical work, etc.?
- (6) Is provision made for consideration of the principle of stewardship?

3. *Study*

Under this heading are included those activities of study, instruction, investigation, discussion, etc., through which decisions may be reached for commitment to Christ and for Christian conduct in life situations, and out of which will grow an understanding of the Bible and its teachings, the Christian religion, and principles of moral and religious living and Christian service.

a. *Time.* Class periods should be of sufficient length to make effective work possible. The amount of time required varies with the age of the group and the nature of the subject. The length of class periods in all departments above the beginners' should not fall below 30 minutes, exclusive of taking attendance, class announcements not relating to the class work for the day, and other business. (See the Beginners' Standard for guidance in this department. It makes no specific provision for study time as distinguished from worship and other activities.)

- (1) Does the schedule provide class periods in accordance with the above requirement?

b. *Materials.* Teaching materials should be selected for each department with reference to the experience and needs of the pupils. They should be sufficiently varied as to include the Bible and such other records of human experience as are of value in the development of Christian life and character. The program should provide for the study and discussion of at least the following named subjects: biblical history and teachings, the history and teachings of the Christian church, missions, leadership training, personal religious and social problems, Christian service, and the claims and duties of church membership.

NOTE.—This requirement is interpreted as being met by the use of "closely graded," "group graded," or "departmental graded" lesson materials. Schools selecting their own curricula should give careful consideration to providing a balanced content, including, at appropriate ages in the lives of the pupils the subjects indicated above.

- (1) Are the lessons and materials used graded and well adapted to the experience, interests, and needs of the pupils?
- (2) Does the course of study provide for the consideration of the topics listed above?

c. *Method of Treatment.* The value and effectiveness of study depends not only upon the nature of the materials but the way in which they are used. Study should be undertaken with the desire to learn the truth and to use it in the solution of practical problems in everyday living. The spirit of co-operation and fellowship should prevail. The pupils should share with one another and with the teacher in study and discussion.

- (1) Is there definite effort to secure cooperative study and discussion in class work?
- (2) Is effort made to discover and consider differing views regarding subjects under discussion?
- (3) Is effort made to cultivate open-mindedness on the part of pupils?
- (4) Is the effort made to direct study and discussion toward action and conduct in life?

4. *Social and Recreational Life*

Social and recreational activities are a means of developing and expressing fellowship. Such activities should be included in the program of the school, not for mere amusement nor as a bait to attract new members, but because of the opportunity which they present for cultivating fellowship, cooperation, self-control, fair play, and other desirable traits of character, and should be conducted in accordance with high moral ideals. It is in this division of activities in particular that the Sunday church school should cooperate with other agencies in the church. (See particularly the statement in the introduction concerning this point.)

a. *Scope.* The extent of the social and recreational program will depend in part upon the provision made by the home or by community agencies. Duplication should be avoided except when it becomes necessary in order to overcome undesirable influences and associations.

- (1) Is opportunity provided for different age groups to engage in social and recreational activities?

- (2) In the light of studies made of the needs of pupils, is provision made for such social and recreational activities as are not satisfactorily furnished by the home or other agencies?

b. *Quality.* The religious educational values of social and recreational activities are realized only when these are conducted with definite purpose and in accordance with high moral ideals.

- (1) Is the program of social and recreational activities definitely planned with a view to the development of character?
- (2) Is provision made for bringing together in a spirit of fellowship persons of different groups—racial, cultural, or social?
- (3) Are clean play and good sportsmanship emphasized as of more importance than the winning of games?
- (4) Is the equipment provided for recreational purposes of good quality and well cared for?

c. *Leadership.* The results attained through recreational activities will depend in large measure upon the kind of leadership afforded. Leadership should be exercised in a spirit of friendly and resourceful guidance rather than that of autocratic control.

- (1) Does the school provide definite leadership for all its social and recreational activities?
- (2) Is the leadership of such activities tactful and constructive so as to develop self-control and cooperation?
- (3) Do the leaders of the social and recreational activities cooperate with the leaders of other activities of the school?

5. *Personal Experience in Religion and the Church*

Religious education should lead each pupil to a personal faith in God, acceptance of Jesus Christ and his way of life, and membership in the church. Membership and participation in the life and work of the church is not only an expression of loyalty to the cause of Christ but a primary means of growth in Christian living.

- (1) Is effort made to help each pupil develop an intelligent faith in God and an increasing devotion to Jesus Christ and his way of life?

- (2) Is effort made to lead those who are intelligently and spiritually prepared therefor to personal commitment to Jesus Christ and formal reception into the church?
- (3) Is provision made for training in the meaning and duties of church membership?
- (4) Is special effort made to deepen the interest and increase the activity of the new church members after they have been received?

II. Leadership

The requirements included in this section of the standard must be applied to each individual worker in the school. To get the score for the school, take the scores for all the workers and find the average. Teachers and officers will do well to examine *themselves* on these questions, irrespective of any plan for the scoring of the school.

6. *Personal Qualities*

Effective leadership depends to a large extent on the personality of the leader. Certain traits may be recognized as essential to a good leader in the church school. Let the rating of each worker be based on the extent to which the following questions can be answered affirmatively:

- (1) Does he show a deep Christian purpose and a spirit of enthusiasm and optimism?
- (2) Do the pupils like and respect him?
- (3) Has he a friendly and sympathetic understanding of his pupils?
- (4) Does he show interest in and loyalty to the school by being regular and punctual in attendance, by a spirit of cooperation, and by careful preparation for his work?
- (5) Does he show initiative and resourcefulness?
- (6) Is he able to work with others?
- (7) Is he open-minded and fair in his attitude toward differing and conflicting viewpoints and opinions?
- (8) Does he have a spirit of loyalty to the church as shown by attendance at its services, financial support, cooperation in its enterprises, etc.?

7. *Training and Experience*

A worker in the church school should be experienced in Christian living and in the task he undertakes. He should have specific training for his work, including a knowledge of the needs, activities, interests, and characteristics of the pupils; a knowledge of the principles, materials, and methods of teaching; and a knowledge of the Christian message and program. He should not only have training, but successful experience under the supervision of a competent worker.

- (1) Is he of sufficient maturity to command the respect of the group he teaches?
- (2) Is he sufficiently young in spirit to appreciate the point of view of his pupils?
- (3) Is his general education equal to the general education (not counting normal school or other special training) required by the public schools for teachers of like grade in the community?

NOTE.—In most churches there are certain individuals who, while not having had the advantage of a good general education, have yet been so successful in self-education that they would without question be rated as being as well educated as those meeting the above requirement. Such individuals may be scored as meeting this point.

- (4) Has he taken training in religious education? (The normal requirement is the completion of the twelve units of the Standard Leadership Training Curriculum or the equivalent thereof, in a teacher training class, community training school, summer school, through correspondence study, or in a college department of religious education. See footnote on page 21.)
- (5) If he does not hold a Leadership Training diploma, has he received credit for at least two units of the International Standard Leadership Training Curriculum during the past twelve months?
- (6) Is his knowledge of the Bible or such other subject as he may be called upon to teach sufficiently full and accurate to enable him to present it clearly and helpfully?
- (7) Does he seek and willingly accept the assistance of his supervisor or superintendent in the improvement of his work?
- (8) Has he had at least a year of teaching experience under competent supervision?

- (9) Does he read at least one religious education journal regularly and one book on religious education each year?
- (10) Does he regularly attend the workers' conferences of his church school?

8. *Teaching and Executive Ability*

The final test of a worker is the degree of success with which he performs the tasks which he undertakes. In the following list of questions the first group is to be asked concerning teachers only, and the second group is to be asked concerning officers only.

For Teachers

- (1) Does he consciously seek to meet the moral and spiritual needs of his pupils?
- (2) Does he attempt to acquaint himself with the interests of the members of his class and adapt his teaching procedure to their individual interests and needs?
- (3) Does he familiarize himself with the course of study as a whole before the first session of the class, and regularly prepare for each session?
- (4) Does he consistently secure and hold interest and attention?
- (5) Is he skillful in the choice and use of appropriate teaching methods, such as the use of suitable questions, leading discussion, telling a story, leading pupils into fruitful activities?
- (6) Does he successfully secure the cooperation of the pupils and their homes in the preparation of assignments?
- (7) Does he show initiative and ability in planning his work and in meeting the various situations that arise in the conduct of it?
- (8) Does he stimulate and effectively guide cooperative study and discussion instead of doing most of the talking?
- (9) Does good order prevail in his class?
- (10) Is he open-minded and fair in bringing out the different aspects and points of view regarding disputed questions?
- (11) Does his leadership contribute to continuous growth of the members of his group in Christian character?

For Officers

- (12) Does he hold the respect and confidence of the workers who serve under his direction?

- (13) Does he secure the cooperation of teachers, officers, and pupils with whom he works?
- (14) Is he regular in his work, faithful to promises, and does he get things done?
- (15) Does he show initiative and resourcefulness in planning his work and in meeting emergencies and new situations?
- (16) If responsible for the conduct of worship programs, does he do this with dignity, reverence, and appreciation?

III. Organization and Administration

9. *Unity of Program*

The Sunday church school should be recognized as an integral part of a unified church plan of religious education. It should be administered and supported by the church through duly appointed officers and committees.

a. *Relation to the Board, Council, or Committee on Religious Education.* The church school is the educational agency of the church. This relationship should be recognized both by the church and the church school. This is best accomplished by putting the general direction of the church school in the hands of a church board, council, or committee on religious education. Such a body should consist of from three to seven or more members as the needs may require.

NOTE.—Union schools representing several churches should have such a committee made up jointly by those churches; union schools not connected with churches should nevertheless provide a committee on religious education in which their own work may head up.

- (1) Does the church have a board, council, or committee on religious education?
- (2) Is it active in the administration and general oversight of your work?

b. *Relation to Other Phases of Educational Program.* To prevent duplication of effort and overlapping, the work of the Sunday church school should be correlated with that of such other organizations as are under the direction of the board, council, or committee on religious education.

- (1) Does the work of your church school take account of what is going on in other organizations of the church?
- (2) Is an attempt made to avoid duplication and overlapping?

10. *Budget*

The Sunday church school should be regarded as an opportunity for investment rather than as a source of revenue. The local church should make provision in its budget for the entire running expense of the school. The annual school budget should be prepared with care, well in advance. The budget should be well distributed among the departments and the various activities. Full reports should be made of all expenditures and all books and vouchers carefully audited by duly appointed auditing committees.

- (1) Does the school spend at least \$1.50 per year for each pupil enrolled, for local expenses?
- (2) Is the school provided for in the church budget?
- (3) Does the board, council, or committee on religious education have responsibility for determining and recommending the budget for religious education?
- (4) Are the officers and teachers privileged to share in the formation of the religious education budget?
- (5) Are expenditures incurred only on proper order of a responsible person or committee?
- (6) Are bills paid promptly and remittance made to proper authorities?
- (7) Is proper care exercised to insure a just distribution of the religious education budget down through the departments, organized classes, and such other groups as might function under the direction of the board, council, or committee on religious education?

11. *Staff of Workers*

a. *Adequacy of Staff.* A Sunday church school should have officers and teachers to carry on its work. This will include at least a superintendent, secretary, treasurer, and such other officers as may be needed, and a teacher or leader for each class and department group.

- (1) Does the school have the necessary officers as indicated above?
- (2) Are they all active?
- (3) Does every departmental group have a superintendent or principal?

(4) Does every class have a teacher?

(5) Is regular provision made for substitutes who will be available and prepared to take the place of workers necessarily absent?

b. *Method of Appointment.* Teachers and officers should be appointed or elected each year by the board, council, or committee on religious education or some other body carrying the authority of the church. Where there is a director of religious education they should be nominated by him. Assignments should be made strictly on the basis of qualifications for the task. The welfare of the pupils should be a greater consideration than the feelings of the individual teacher or officer. Teachers should not be advanced to successive departments with their pupils except under very unusual circumstances. A public installation and consecration service does much toward enhancing the dignity and importance of these offices.

(1) Are teachers and officers elected or appointed annually?

(2) Are they assigned on the basis of qualifications and with regard to the welfare of the pupils they are to teach?

(3) Are pupils, except under very unusual circumstances, given new teachers when promoted to higher departments?

(4) Are the officers and teachers nominated by the director of religious education, or the general superintendent after he has consulted with the leaders best qualified to make suggestions?

(5) Is there an annual public installation and consecration of officers and teachers?

c. *Participation.* The school should be a joint enterprise of officers and teachers. In so far as is consistent with good administration, each worker should have a chance to share in the enterprise.

(1) Is opportunity given to workers to share in the general planning for the school?

(2) Is the administration democratic in spirit?

12. *Training and Supervision of Workers*

a. *A Training Program.* To provide a constant supply of new teachers and officers as well as better to prepare those now in service, a school must have a program of training for its workers with someone responsible for this work. This may include local church training classes, participation in community training schools, and the sending of students to summer training schools and camps.

- (1) Is a training class maintained primarily for officers and teachers now in service?
- (2) Is there a training class at the church school hour for prospective teachers?
- (3) Are there students in community training schools? Summer training schools? Boys' and girls' camps?
- (4) Is the number of standard credits earned annually in these training enterprises equal to one-half the number of teachers and officers in your school? ¹

b. *Supervision.* By supervision is meant the type of leadership which has for its purpose the improvement of the teaching work. Teachers and officers should have the guidance and stimulus of a friendly helper to whom they may go for help and counsel and who may come to them with suggestions and advice. The pastor, director of religious education, superintendent, departmental principal, or others designated for the purpose should take this responsibility of supervision. Leaders acting in this capacity should seek to secure some training for this work.

- (1) Is supervision (such as visitation of classes, conference with individual teachers, group conferences, encouraging workers to visit the public school or other church schools, referring workers to training courses, books and magazines, etc.) carried on in your school?
- (2) Do all the teachers have the benefit of some contact with an officer in his capacity of supervisor?
- (3) Have those who are charged with supervision had training or are they taking training for their work?

¹ A "standard credit" is awarded for the successful completion of a unit of the Standard Leadership Curriculum adopted and approved through the International Council of Religious Education. It requires ten or twelve class sessions of at least 50 minutes each, under an accredited instructor, and the study of an approved textbook.

c. *A Workers' Conference.* A general workers' conference or council should be held monthly or quarterly, and departmental conferences should be held at least six times a year. The program should always look to the better training of the workers. The educational feature of the program may consist of an address on some phase of the work of religious education, delivered by some member of the group or an outside speaker; the cooperative study of a book or magazine on religious education; or the discussion of some topic of importance to the religious education program.

- (1) Does the school have a general workers' conference at least four times a year?
- (2) Does the school hold departmental workers' conferences for each department at least six times each year?
- (3) Do all the workers attend these conferences?
- (4) Is an educational topic provided as the main feature of the workers' conference?
- (5) Is careful preparation made for the programs of the conferences?
- (6) Does the program provide for the participation of the members?

d. *A Workers' Library.* Proper preparation and growth on the part of the workers requires that books and magazines be made available for their use.

- (1) Is there a workers' library with a working plan for its use?
- (2) Is there a shelf in the public library with books on religious education set aside for use of church school workers?
- (3) Is there a plan whereby your workers receive regularly a good magazine on religious education?

13. *Administrative Management of Pupils*

a. *Discovery and Enrolment.* The church, in cooperation with other educational institutions, has responsibility for the complete Christian education of its entire constituency and all others in the parish not now connected with any other church or school. The constituency of the Sunday church school may be defined as (1) those pupils now enrolled and (2) members of families of the church not now enrolled in the school. A

continuous effort must be made to keep the constituency and prospective lists up to date. The measure of success on this point depends on the extent to which the following questions can be answered in the affirmative:

- (1) Is the church membership list, including children of church families, compared regularly with the school enrolment?
- (2) Are community surveys conducted to discover new prospective members?
- (3) Is systematic, sustained effort made to secure the enrolment of new prospective members by means of personal visitation and invitation, etc.?
- (4) Is emphasis placed on such methods as suggested by questions 1 to 3 rather than on competitive contests or spectacular advertising?

b. *Grouping.* Pupils should be grouped on the basis of their development and spiritual needs. Calendar age, physical maturity, school grade, and social grouping should be taken into consideration in grading. For practical purposes chief consideration may be given to public school grading. The grading of pupils and their assignment to classes should be done by one or more competent persons appointed for this work. In schools of less than 100 in membership this officer of classification may be the superintendent, or secretary, or some other officer, but it must be clearly understood that he knows on what basis grading is to be done, and that all assignments are made through him. Department grouping should follow as nearly as possible the standard given in the note below. In even the smallest schools children under nine years should have a period of worship of their own, while in schools which enrol seventy-five or more there should be at least two separate groups for children under twelve, at least one separate group for young people 12 to 24, and one for adults. With the exception of the beginners' department, there should be at least one class for each school grade, provided this does not make classes of less than five pupils. Experience shows that the practice of teaching boys and girls in mixed classes in the younger departments may well be carried through the junior department. This will often simplify the problems of grading in the smaller school. The size of the class should be determined by the age of the pupils, the ability of the teacher, the availability of separate

classrooms, the character of the material equipment, and the nature of the teaching method to be employed. The average Sunday church school class in the earlier grades at present has eight pupils. Under the leadership of a competent teacher, and with good equipment and a separate classroom, the size of a class may be increased, thus simplifying the problem of leadership and housing. It is doubtful, however, whether classes should exceed twenty in number under such limitations of time as exist in the Sunday church school.

NOTE.—The recognized departments of the church school are as follows: cradle roll and nursery (first three years of age); beginners' (ages 4-5); primary (ages 6-8, or school grades 1-3); junior (ages 9-11, or school grades 4-6); intermediate (ages 12-14, or school grades 7-9); senior (ages 15-17, or school grades 10-12); young people's (ages 18-23); adult (24 and over). Many schools will not find it possible to arrange for separate sessions for all of these departments, but grading should be carried as far as the number of pupils and the arrangements of the building will permit. Some schools will want to make a closer grading for worship, instruction, and activity, or grade along some other lines. Such experiments, if carried out in the full recognition of the educational principles involved, should be encouraged.

- (1) Does the school maintain departments as indicated above?
- (2) Does the school maintain at least one class for each public school grade?
- (3) Is there an officer responsible for grading?
- (4) Is the rule strictly adhered to that grading is to be done only by this officer?

c. *Promotion.* Provision should be made for promotion at regular intervals, at least once a year, based upon development and progress. Appropriate exercises should accompany promotions.

- (1) Are pupils promoted annually?
- (2) Is the promotion day observed with a dignified and meaningful program?
- (3) Is care taken properly to introduce promoted pupils to the new teachers where there are such?

d. *Participation.* The administration of the school should be democratic. With the increasing maturity of the pupils the leadership of the group should be gradually transferred to the members acting directly or through their duly elected representatives, adults participating as counselors and teachers. A

definite beginning of pupil leadership should be evident at least in the intermediate department. Additional progress should be made in the senior department, and in the young people's department the group should be definitely pupil governed.

- (1) In the intermediate and older departments does the organization include pupil officers and committees and an adult counselor?
- (2) Are these officers elected in a democratic manner?
- (3) Are the programs of these departments conducted under the guidance of committees of pupils?
- (4) In the junior and older departments are the pupils permitted to exercise their judgment and initiative in the solution of problems and policies, and in the building of programs?
- (5) Are the adult leaders of these departments constantly trying to arouse the members to the exercise of their talents and powers in the work of the department?

e. *Regular and Punctual Attendance.* In order to get the best results a pupil should attend with regularity. Frequent absences make for loss of continuity and consequently for loss of interest. He should also be present promptly at the opening of each session.

- (1) Is the average attendance 70% to 100% of the average number belonging to the school?¹
- (2) What per cent of those attending arrive at the opening of the school?

f. *Non-attendant Groups.* In its program of religious education, the church must take responsibility not only for those who attend the sessions of its school, but also for those of its constituency who, because they are too young or for some other reason, cannot attend. The *cradle roll* introduces the child to the church when he first comes into the world and keeps this contact with him until he actually enrolls as a pupil. The *home*

¹ First find the *average attendance*. This is done by adding the attendance figures (exclusive of visitors) for all the sessions of the school year and dividing this sum by the number of sessions held. Now divide the average attendance by the *average number of persons belonging* to the school during the school year, and you will have the answer to question (1) in terms of *per cent of attendance*.

department extends its service to those beyond infancy who cannot attend the regular sessions. Together they may be spoken of as the *extension department*.

- (1) Does the school have an active cradle roll, with a superintendent who provides definite help for the mothers and visits the homes of the babies at least once a year?
- (2) Does the school have an active home department which provides for home study and gives help in home religious activities?

14. *The Session*

Sessions of the Sunday church school should be held regularly throughout the year, should be at least 60 minutes in length, and should open and close promptly. The work should not be regarded so lightly that sessions are omitted whenever there is a special day in the church, when the weather is bad, or when for some other reason it is not convenient to meet.

NOTE.—Some schools find it advantageous to their work, because of vacations of pupils and teachers and consequent irregularity in attendance, to omit class sessions during the summer months, and have departmental meetings only, or to unite with other churches in conducting Sunday or vacation schools, or in rare cases to omit sessions entirely during certain vacation months. When such action is taken by a council, board, or committee on religious education in full recognition of the principles involved, it should not be interpreted as violating the above requirement.

- (1) Is the school held every Sunday in the year? If not, are sessions omitted only because some local condition makes it necessary or desirable, or because some other activity of the church provides fully for all the pupils what they miss by not having school?
- (2) Is the school actually in session 60 minutes or more every Sunday?
- (3) Does the school (all departments) open and close promptly at the specified time?

15. *Records and Reports*

The school should maintain a system of accurate records which should supply all the information required for its effective administration. Reports should regularly be made to the school, church, denomination, and the council of religious education, giving such information regarding the work of the school as may be taken from the records.

- (1) Does the school have a permanent record of each pupil including as a minimum information on the following items: name; address; telephone number; date of birth; parents' names and church connections; church membership; public school grade or occupation; date of first enrolment in school; yearly grade; promotions?
- (2) Does the school have a record of attendance of each pupil?
- (3) Does the school have a card file or other record of prospective students?
- (4) Are the records used as a means for studying progress?
- (5) Does the school have a system of regular reports to parents?
- (6) Are regular reports made to the board, council, or committee on religious education, to the workers' conference, to the official body of the church, and to the congregation?
- (7) Are the necessary reports and information furnished to denominational and council of religious education offices?

16. *Outside Relationships*

The Sunday church school does not live and work to itself alone. The pupil whom it teaches has many and varied contacts throughout the week which have an influence on his spiritual growth.

a. *The Home.* The home is the most vital factor in character formation for pupils of all ages, and particularly for those of younger years. The school should, through a definite outreach into the home, help it to share most effectively in this common task. If teacher and parents are to cooperate in the sacred task of religious nurture, they must be partners in a common task. This calls for conference and discussion of common problems on occasions when the pupils concerned are not present. Teachers should also recognize that there is great value in visiting the pupil himself.

- (1) Does the school seek definitely to link up its work with the home?

- (2) Are reports made regularly to parents on the work of pupils?
- (3) Are meetings for parents held under the auspices of the church school?
- (4) Is there a class for the training of parents?
- (5) Is each home visited by the teacher or (in case of adult classes) class visitor?

b. *The Community.* If religious teaching is to be effective in meeting life needs, it must take account of the total life of the child. Much of his life in the community can be utilized for accomplishing the purpose of the religious school.

- (1) Does the Sunday church school take account of the work done for its pupils in the public school?
- (2) Do teachers of children visit their rooms in public school?
- (3) Do teachers of employed pupils make an effort to learn where and under what conditions they work?
- (4) Is the playground used as an agency for religious and moral growth?
- (5) Is use made of the facilities provided by the public library?
- (6) Do teachers know what kind of picture shows pupils see? Where possible, do they use this experience in their teaching?

c. *Religious Education Organizations.* A local school of religious education should receive the help and confidence which may be derived from affiliation with the larger movement.

- (1) Does the school cooperate with its denominational board of religious education by giving its support in an approved way, by sending delegates to conventions and institutes, and by making use of such assistance in its work as the denominational board may provide?
- (2) Does the school cooperate with the council of religious education (district, county, or city) and with the state and International councils, by giving its support in an approved way, by attendance at training schools, by sending delegates to conventions and institutes, and by making use of such assistance in its work as the councils may provide?

IV. Housing and Equipment

The building in which the church school is held is a silent teacher from which the child learns many lessons. Many buildings in which church schools are held can be greatly improved in both exterior and interior appearance. The pupils' impression of the place of worship and religious study should be the best possible. The building should be so arranged and used as to serve the practical purposes of religious education.

17. *Rooms*

The rooms in which the school of religion is held must be suitable for their purpose. They should make the pupils feel a sense of satisfaction and pride in ownership. They must be adequate as to number and size, properly arranged, and made as neat and attractive as possible. It is highly desirable that there should be a separate sound-deadened room available for each class.

- (1) Is the floor space provided for each pupil equal to the following requirement: (a) for assemblies, 7 square feet; (b) for classrooms, 8 to 15 square feet; (c) for rooms used for both assembly and classes, 15 square feet?

NOTE.—To carry out the type of work which is set forth in this standard requires ample space. Eight square feet per pupil for class work is given as the absolute minimum and, whenever possible, this should be increased to fifteen. Churches planning new buildings should take this into account. Under no circumstances should they provide less than ten square feet per pupil for classrooms, and the full requirement of fifteen square feet should be made available if at all possible.

- (2) Are the rooms provided with adequate light (the ideal being $\frac{1}{4}$ glass area to each unit of floor area), and so arranged that the light does not strike the pupils directly in the eyes?
- (3) Are separate classrooms provided for each class?
- (4) Where separate classrooms are impossible, are screens and curtains used to improve conditions?
- (5) Are suitable social and recreational rooms provided?
- (6) Are the rooms free from external physical distractions?

- (7) Are groups that worship simultaneously separated by soundproof partitions?
- (8) Do furnishings, woodwork, and general appearance meet at least the prevailing artistic standards of the homes and schools of the community?
- (9) Are classrooms convenient to the assembly room?
- (10) May recreational activities be carried on without danger to participants, that is, are the rooms free from projecting radiators, unpadded posts, uneven floors, etc.?
- (11) Are toilet facilities available, separate for boys and girls?
- (12) Are there cabinets or a storeroom for supplies?

18. *Equipment*

The equipment should meet the needs of the school. No teacher should be handicapped for lack of working tools. Requirements will vary for different departments, but the following will indicate what is at least the minimum.

- (1) Are seats provided to fit the pupils of different grades?
- (2) Is a suitable musical instrument, kept in tune, provided in each department for use in worship?
- (3) Do pupils have tables, tablet armchairs, desks, or other working space?
- (4) Are framed pictures, chosen for their value in religious education and suitable to the age of the pupils, attractively placed in rooms used for worship and class work?
- (5) Are blackboards and maps provided, sufficient for the needs of the school?
- (6) Are cabinets provided for use of teachers in every department?
- (7) Is there a reasonable supply of equipment for the social and recreational program? (See the statement in the introduction concerning the sharing of the Sunday church school with other agencies of the church in a comprehensive program.)

19. *Literature and Supplies*

Careful consideration must be given to providing a proper supply of literature and other working materials. Officers must be on the alert to provide these materials in plenty of time for use each quarter.

- (1) Is each pupil properly supplied with at least the working materials suggested in the teacher's helps being used?
- (2) Is the teacher of little children supplied with play and manipulation materials such as blocks, picture books, paper, scissors, etc.?
- (3) Is each teacher properly supplied with at least the working materials suggested in the teacher's helps being used?
- (4) Are Bibles with readable type available for all pupils in the junior department and above?
- (5) Are suitable hymnbooks provided and kept in good condition?

20. *Service and Upkeep*

One of the most severe tests of a church school plant is its proper upkeep. A good janitor is a very important asset to a program of religious education.

- (1) Is the heating system adequate at all times? Are thermometers in use and kept as nearly as possible at 68 degrees during the winter season?
- (2) Is the light in assembly rooms, in classes, and in halls and vestibules such as to be pleasing, and to make good work possible without eye strain?
- (3) Is the air in all rooms kept fresh throughout each session? (This should be carefully checked up by one who visits different rooms from time to time.)
- (4) Is the arrangement of all rooms such that pupils need not face the light or sit in a cross light?
- (5) Is the building, including furniture and fixtures, kept clean and in good repair?
- (6) Are all pupils provided with space where they may hang their wraps?
- (7) Are the grounds, lawn, and exterior of the building in good repair and as attractive as can be made?

Appendix

HOW TO USE THIS STANDARD

1. Make a careful study of the standard itself so that it may be fully understood. This study should be made by all of the teachers and officers of the school. This will make an excellent program for one or more meetings of your teachers and officers. One of the chief values of the standard is to enable your workers to see their tasks in a bigger light, and to make plans for improvement.

2. Plan to score your school. This may be done either by one individual, by a committee appointed for the purpose, or by a whole group of workers cooperatively. If the latter plan is used it will be necessary for an individual or committee to gather certain data outside of meetings. For this purpose the special *scoring pamphlet* should be secured, and a copy placed in the hands of each person who is to assist with the scoring. Make a careful rating of your school on each of the items of the standard, and put your results in such form that they can be preserved for future use.

3. If the scoring has been done by an individual or a committee, report the results to the entire group of workers. The wall chart will help in doing this. Give them an opportunity to discuss the scores assigned on each of the items. Discuss freely ways in which the school may be improved in order to score higher on these items. Out of this discussion should grow a program for the improvement of the school.

4. Plan a definite period during which the improvements on which you have agreed are to be made. This may occupy a quarter, two quarters, or a year. It is well to plan to do one or a few things at a time in order not to confuse your workers with many details. Let each understand clearly what the things are that he is to do in order to effect the desired improvement in the school.

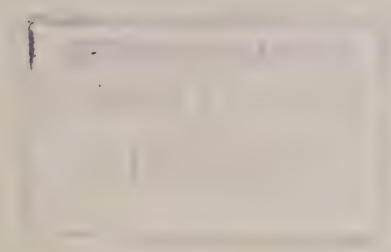
5. At the end of the period set for improvement score your school again as before. Make a careful record of your rating on each of the items and compare this with the rating made on the first scoring.

6. Report again to the entire group of workers. Since a number of new workers will probably have been added to your group since the first scoring it will be well to take time to interpret the items of the standard wherever necessary. Let the workers see the results of the two scorings side by side. A good way to do this is by means of a graph with a different colored line to represent each of the scorings. Discuss fully in your workers' conference the results of this second scoring. Out of this should grow a new goal for attainment which may occupy another period of time, at the end of which the process of measurement will be repeated.

INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION

Standard A
for the
Sunday Church School

Scoring Manual



THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
5 SOUTH WABASH AVENUE, CHICAGO, ILLINOIS

Copyright, 1929, by
THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION

Price 15 cents per copy, cash with order
Printed in the U. S. A.

INTERNATIONAL STANDARDS IN RELIGIOUS EDUCATION

Standard A for the Sunday Church School

Scoring Manual

THIS scoring manual has been prepared for use with *Standard A for the Sunday Church School*. The full interpretation of the points is given in the standard pamphlet itself.

A small committee should be made responsible for the work of scoring. Such a committee should plan to spend a liberal amount of time on this work. If possible, the members of the committee should be free on Sunday morning in order to observe the work in various departments and classes.

To begin with, the committee should study the entire standard and make its plans for securing the necessary data for scoring. In some cases the facts may be obtained from the records, in some cases by consultation with workers, in some cases by actual observation, and in still other cases by measurement of rooms. Some data can best be obtained when the school is not in session, other data must be secured while the session is going on. The teachers and officers should participate as largely as possible in the scoring, both in helping to determine the standing of the school and in planning ways of improvement. Such self-rating will stimulate to better work.

Some of the items in the standard can be scored exactly on the basis of facts and figures available. Others require the exercise of judgment on the part of the scorer. Wherever such judgment must be based upon observation of the work which is being done, it is desirable to have several observations made and to take the average of the scores assigned at each observation.

In the case of a few of the items a school can earn either *all* or *none* of the points allowed for such item. In the scoring instructions these are stated thus: "Score 5 or 0." On most of the items, however, a school will receive a proportion of the perfect score, depending on the extent to which it has reached the ideal. These are stated thus: "Score 0 to 5." In scoring such items it is helpful to think of the worst possible school as scoring 0, the best possible school as scoring perfect, and then deciding at which point between these two extremes the school in question would fall.

In following the scoring directions, it will be unavoidable to have some of the scores run into fractions. When these figures are summed up for each of the 20 major items, use the nearest whole number. (Count .5 as the next higher whole number.)

In the following directions, the numerical value to be allowed each question under each item is indicated. In most cases the questions are so worded as to require no further information for scoring. Wherever necessary, however, instructions have been given on how to score.

The 1,000 points were assigned to the four main divisions on the basis of relative importance. The score assigned to each of the four major divisions was distributed to the subdivisions under each. Obviously the greater the number of subdivisions under any one major division, the smaller the score allotted to each such subdivision. Therefore, the score of one subdivision should not be compared with the score of another subdivision.

A summary form appears on the final page of this manual, to which the scores may be transferred after they have been determined. A wall chart has been prepared for use with this standard so that the scores may be displayed before the entire group of workers. This chart is not intended for the edification of pupils or visitors, but simply for use with workers' groups. It should not be given a permanent place on the wall, but should rather be displayed at workers' meetings only.

Standard A is scored on the basis of 1,000 points. If it is desired to show the score in percentages, divide your actual score by 10.

I. Curriculum (325)

1. *Worship* (70)

Score each department separately on worship, and then find the average and record it in the blanks below. Make at least three observations of each department.

a. *Provision for Worship* (8)

(1) Score 0 to 8.....

(2) Do not score here ; repeated as b6

TOTAL FOR a.....

b. *Quality of Programs* (15)

(1) Score 0 to 2.....

(2) Score 0 to 2.....

(3) Score 0 to 2.....

(4) Score 0 to 3.....

(5) Score 0 to 2.....

(6) Score 0 to 2.....

(7) Score 0 to 2.....

TOTAL FOR *b*.....

c. Gradation of Materials (10)

(1) Score 0 to 5.....

(2) Score 0 to 5.....

TOTAL FOR *c*.....

d. Leadership (12)

(1) Score 0 to 4.....

(2) Score 0 to 4.....

(3) Score 0 to 4.....

TOTAL FOR *d*.....

e. Pupil Participation (13)

(1) Score 0 to 4.....

(2) Score 0 to 4.....

(3) Score 0 to 5.....

Bear in mind the following considerations: Are programs frequently prepared by committees containing pupil members? Do pupils assist in conducting the programs at least one or more Sundays each month? What per cent of pupils are given an opportunity to share in making and conducting programs?

TOTAL FOR *e*.....

f. Training (12)

(1) Score 0 to 3.....

(2) Score 0 to 3.....

(3) Score 0 to 2.....

(4) Score 0 to 2.....

(5) Score 0 to 2.....

TOTAL FOR *f*.....

TOTAL FOR WORSHIP.....

2. Service (65)

a. A Definite Plan of Service Activities (15)

(1) Score 0 to 3.....

The term "definite plan" is interpreted to mean a plan which has been discussed and adopted by the board or committee on religious education or by some other responsible body and which is definitely known to the workers of the school.

(2) Score 0 to 3.....

Base score on percentage of pupils having an opportunity to engage in personal service.

(3) Score 0 to 2.....

(4) Score 0 to 2.....

(5) Score 0 to 2.....

(6) Score 0 to 3.....

TOTAL FOR *a*.....

b. Quality of Service (20)

(1) Score 0 to 4.....

Base score on adequacy of information and percentage of pupils to whom such information is given.

(2) Score 0 to 4.....

Base score on the extent to which pupils share in deciding the objects of their gifts and the percentage of pupils having such a share.

(3) Score 0 to 4.....

(4) Score 0 to 4.....

(5) Score 0 to 4.....

TOTAL FOR *b*.....

c. Giving (15)

(1) Score 0 to 4.....

(2) Score 0 to 4.....

(3) Score 0 to 4.....

Base score on percentage of pupils giving regularly and systematically.

(4) Score 0 to 3.....

TOTAL FOR *c*.....

d. Training in Service (15)

(1) Score 0 to 3.....

(2) Score 0 to 3.....

Base score on percentage of pupils engaged in definite practice.

(3) Score 0 to 2.....

(4) Score 0 to 2.....

(5) Score 0 to 2.....

(6) Score 0 to 3.....

TOTAL FOR *d*.....

TOTAL FOR SERVICE.....

3. Study (70)

Each of the classes must be rated on this item. While it may be possible to arrive at the score for the school by discussion with the several teachers, it will be much more effective to have some competent person visit the classes and form an estimate in consultation with the teacher. Two or three observations are desirable. Score each class separately on each question and then find the average. Enter this average in the blanks below.

a. Time (20)

(1) Score 0 to 20.....

Determine the exact length of class session over a period of 3 to 5 Sundays and find the average. If this average is 30 minutes or more, allow full credit. Reduce the credit by 2 points for each minute it falls below 30, allowing no credit for 20 minutes or less.

TOTAL FOR a.....

b. Materials (25)

(1) Score 0 to 15.....

(2) Total 0 to 10.....

TOTAL FOR b.....

c. Method of Treatment (25)

(1) Score 0 to 7.....

(2) Score 0 to 3.....

(3) Score 0 to 5.....

(4) Score 0 to 10.....

TOTAL FOR c.....

TOTAL FOR STUDY.....

4. Social and Recreational Life (55)

a. Scope (15)

(1) Score 0 to 10.....

Base score on percentage of pupils for whom recreational activities are provided.

(2) Score 0 to 5.....

While it is difficult to make a general ruling for adequacy of recreational activities, full score on this item should not be allowed unless each pupil has an opportunity for some form of recreational activity under the auspices of the church at least once each quarter.

TOTAL FOR a.....

b. Quality (20)

- (1) Score 0 to 5.....
(2) Score 0 to 5.....
(3) Score 0 to 5.....
(4) Score 0 to 5.....
TOTAL FOR *b*.....

c. Leadership (20)

- (1) Score 0 to 10.....
(2) Score 0 to 5.....
(3) Score 0 to 5.....
TOTAL FOR *c*.....

TOTAL FOR SOCIAL AND RECREATIONAL LIFE.....

5. *Personal Experience in Religion and the Church (65)*

- (1) Score 0 to 20.....
(2) Score 0 to 15.....
(3) Score 0 to 15.....
(4) Score 0 to 15.....

TOTAL FOR PERSONAL EXPERIENCE.....

II. Leadership (285)

For convenience in summarizing the scores on leadership, a chart covering items 6, 7, and 8 is included in the center of this booklet. The score of each worker, whether he be officer or teacher, must be determined and the average found for entry on this chart. Copies of this chart may be secured from the publishers of this standard at 15c per dozen, for use in scoring each individual worker.

Some competent, impartial person or committee should score the workers. It will probably not be practical to ask each worker to hand in his own score since most persons will hesitate to show their own ratings of themselves. There is great value, however, in self-rating. It is suggested that schools secure enough copies of the rating chart to put one in the hands of each worker with the request that he check up on himself on each of the items. A thorough discussion of this section of the standard should precede such self-rating.

The perfect scores on each of the items in the leadership section are shown on the chart. In most cases, the questions

in the standard are entirely clear, and indicate how to score. Notes are given here on such items only as require special scoring directions.

6. *Personal Qualities*

In one sense such personal qualities as Christian purpose and spirit are so basic to all successful teaching that they should overtop all others. Yet they manifest themselves also in teaching ability and faithfulness to the task. For this reason the score on this item is made proportionate to the others.

7. *Training and Experience*

Some of the questions under this item do not apply very satisfactorily to secretaries and some other officers who require a special type of training. If it is desired, this item may be omitted in scoring such officers. The average scores will not be affected, provided in each case the average is taken for the number of teachers and officers actually scored and not for the total working staff of the school. Do not omit any of the teachers or general administrative officers from this scoring.

- (4) Allow 1 point credit for each unit in the Standard Leadership Curriculum or the equivalent thereof which the worker has completed, up to a total of 12. Reserve the additional 3 points for special work in religious education, such as courses in seminary or college.
- (5) Allow 5 points for one unit and 10 points for two or more units. For those who have already completed the Leadership Training Curriculum and to whom this item does therefore not apply, add the score allowed for this item to item (9).
- (8) Allow full credit for one or more years of experience; no credit for less than one-half year's experience.
- (9) Allow 5 points for reading a religious education journal and 5 points for reading one or more books.
- (10) Allow full credit for attending all workers' conferences, and no credit for attending less than one half of such conferences in any particular year.

8. *Teaching and Executive Ability*

In this section workers should be scored either as teachers or as officers. In the case of those who are serving as both teacher and officer, scoring may be made on both sections, but the total score must be divided by 2 before it is recorded.

- (11) This question expresses a very important ideal but is so difficult to score that it has been omitted from the list of scoring items.
- (16) In the case of officers who are not responsible for worship programs, the credit allowed on this item should be re-distributed to the preceding four items as follows: 5 points each to (12), (14), and (15); 4 points to (13).

Scoring Sheet for Section II—Leadership

	6. <i>Personal Qualities</i>	Perfect Score	School Score
(1)	Christian purpose and spirit	15	
(2)	Pupil attitudes	10	
(3)	Understanding of pupils	15	
(4)	Attitude toward school	15	
(5)	Initiative and resourcefulness	10	
(6)	Cooperation	10	
(7)	Open-mindedness and fairness	10	
(8)	Loyalty to church	10	
	TOTAL FOR PERSONAL QUALITIES	95	

7. *Training and Experience*

(1) & (2)	Age and maturity	10	
(3)	General education	10	
(4)	Training in religious education	15	
(5)	Credit during year	10	
(6)	Adequate knowledge	10	
(7)	Attitude toward supervision	10	
(8)	Teaching experience	10	
(9)	Educational reading	10	

(3)	Adequate preparation	15
(4)	Holding interest and attention	5
(5)	Use of teaching methods	15
(6)	Pupil preparation	5
(7)	Planning and adapting the work	10
(8)	Stimulating pupil participation	10
(9)	Keeping good order	5
(10)	Fairness to differing viewpoints	5
(12)	Attitude of co-workers	18
(13)	Cooperation of others	20
(14)	Faithfulness and dispatch	20
(15)	Initiative and resourcefulness	18
(16)	Conduct of worship programs†	19
	TOTAL FOR TEACHING AND EXECUTIVE ABILITY	95
	<i>Grand Total Score for Leadership</i>	285

*Score each person only in one section *for teachers* or *for officers*. If the same person is both a teacher and officer he may be scored on both, but his total score *must be divided by 2* before recording.

†For officers who are not leaders of worship re-distribute the 19 points allowed on (16) as follows: 5 each to (12), (14), and (15), and 4 to (13).

Prepared by

THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION

5 South Wabash Avenue, Chicago, Illinois

III. Organization and Administration (245)

9. *Unity of Program* (35)

a. *Committee on Religious Education* (20)

(1) Score 10 or 0.....

(2) Score 0 to 10.....

TOTAL FOR a.....

b. *Relation to Other Phases of Educational Program* (15)

(1) and (2) Score 0 to 15.....

TOTAL FOR b.....

TOTAL FOR UNITY OF PROGRAM.....

10. *Budget* (25)

(1) Score 0 to 5.....

Allow full credit for \$1.50 or more;
reduce credit by 1 point for each 10
cents below this amount; allow no credit
for less than \$1.00.

(2) Score 2 or 0.....

(3) Score 0 to 4.....

(4) Score 0 to 4.....

(5) Score 0 to 3.....

(6) Score 0 to 3.....

(7) Score 0 to 4.....

TOTAL FOR BUDGET.....

11. *Staff of Workers* (35)

a. *Adequacy of Staff* (17)

(1) Score 0 to 4.....

Determine score by the extent school
is properly supplied with officers.

(2) Score 0 to 3.....

(3) Score 2 or 0.....

(4) Score 5 or 0.....

(5) Score 0 to 3.....

TOTAL FOR a.....

b. Method of Appointment (10)

(1) Score 3 or 0.....

(2) Score 0 to 2.....

(3) Score 0 to 2.....

(4) Score 1 or 0.....

(5) Score 2 or 0.....

TOTAL FOR *b*.....

c. Participation (8)

(1) Score 0 to 5.....

(2) Score 0 to 3.....

TOTAL FOR *c*.....

TOTAL FOR STAFF OF WORKERS.....

12. Training and Supervision of Workers (45)

a. A Training Program (15)

The most important item under this heading is question 4, consequently the major part of the score is assigned there.

(1) Score 1 or 0.....

(2) Score 2 or 0.....

(3) Score 0 to 2.....

Allow 1 point if one or more workers have taken training in such enterprises; allow 2 points if the number taking training in such enterprises equals 25% of the working staff of the school.

(4) Score 0 to 10.....

Example: A school having a staff of 24 teachers and officers and receiving a total of 12 or more leadership training credits should get a full score of 10; if it receives 6 credits it will have a score of 5; etc.

TOTAL FOR *a*.....

b. Supervision (13)

(1) Score 0 to 6.....

(2) Score 0 to 4.....

Base score on the per cent of the working staff affected by supervision.

(3) Score 0 to 3.....

Base the score on the extent to which those responsible for supervision are by training and experience qualified for such work.

TOTAL FOR *b*.....

c. A Workers' Conference (12)

(1) Score 0 to 2.....

Allow 1 point for two or more such conferences; 2 points for four or more.

(2) Score 0 to 3.....

Base score on the percentage of departments meeting this requirement.

(3) Score 0 to 3.....

Allow no credit for 70% or less average attendance; allow 1 point of credit for each 10% of average attendance or fraction thereof above 70.

(4) Score 0 to 2.....

(5) Score 0 to 1.....

(6) Score 0 to 1.....

TOTAL FOR *c*.....

d. A Workers' Library (5)

(1) and (2) Score 0 to 3.....

Base score on extent to which provision is made either in the local church library or the public library for workers' books, and on the effectiveness of the plan for the use of such books.

(3) Score 0 to 2.....

Base score on the extent to which magazine literature is made easily accessible for each worker, either through purchase by the school, or through some other plan for reducing the cost to the workers.

TOTAL FOR *d*.....

TOTAL FOR TRAINING AND SUPERVISION
OF WORKERS.....

13. Administrative Management of Pupils (35)

a. Discovery and Enrolment (6)

(1) Score 2 or 0.....

(2) Score 1 or 0.....

- (3) Score 0 to 2.....
 (4) Score 0 to 1.....
 TOTAL FOR a.....

b. Grouping (10)

- (1) Score 0 to 4.....
 (2) Score 0 to 4.....
 (3) Score 1 or 0.....
 (4) Score 1 or 0.....
 TOTAL FOR b.....

c. Promotion (3)

- (1) Score 1 or 0.....
 (2) Score 1 or 0.....
 (3) Score 0 to 1.....
 TOTAL FOR c.....

d. Participation (5)

- (1) Score 0 to 1.....
 (2) Score 0 to 1.....
 (3) Score 0 to 1.....
 (4) Score 0 to 1.....
 (5) Score 0 to 1.....
 TOTAL FOR d.....

e. Regular and Punctual Attendance (7)

- (1) Score 0 to 4.....

Allow 1 point credit if the average attendance is 70% to 75%; 2 points if it is 75% to 80%; 3 points if it is 80% to 90%; and 4 points if it is 90% to 100%.

- (2) Score 0 to 3.....

Allow no credit if this percentage is 85 or less. Allow 1 point if it is 85% to 90%; 2 points if it is 90% to 95%; 3 points if it is 95% to 100%.

TOTAL FOR e.....

f. Non-attendant Groups (4)

- (1) Score 0 to 2.....

- (2) Score 0 to 2.....

TOTAL FOR f.....

TOTAL FOR ADMINISTRATIVE MANAGEMENT OF PUPILS.....

14. *The Session* (20)

- (1) Score 0 to 7.....

Allow 2 points only if the session is omitted two Sundays, except as provided in the interpretations; 4 points only if the session is omitted one Sunday; full credit if the requirement is entirely met.

- (2) Score 0 to 7.....

Allow full score if school (all departments) is held 60 minutes each Sunday. Reduce score by 1 point for the first Sunday there is a variation from this rule, and by 2 points for each additional Sunday up to 4. Allow no credit if the rule is varied from on four or more Sundays in the year.

- (3) Score 0 to 6.....

Reduce score 1.5 points for each Sunday of variation from the rule of promptness. Allow no credit if the rule is varied from oftener than four Sundays a year. The word "promptness" shall be interpreted to mean a variation from the specified time of not more than two minutes.

TOTAL FOR THE SESSION.....

15. *Records and Reports* (20)

- (1) Score 0 to 4.....

- (2) Score 0 to 4.....

- (3) Score 3 or 0.....

- (4) Score 0 to 3.....

- (5) Score under 16a. Do not score here.

- (6) Score 0 to 3.....

Reports to the committee on religious education and to the workers' conferences should be made at least quarterly; reports to the official board and to the congregation at least annually.

- (7) Score 0 to 3.....

No credit should be allowed if reports are not made within a month of the time request is received.

TOTAL FOR RECORDS AND REPORTS.....

16. *Outside Relationships* (30)

a. The Home (15)

(1) Score 0 to 3.....

(2) Score 0 to 3.....

Allow 1 point if pupil reports are used in one department; 2 points if in two departments; 3 points if in three or more departments.

(3) Score 0 to 3.....

Allow 1.5 points credit for one parent-teacher meeting; full credit for two or more parent-teacher meetings. Count a department parent-teacher meeting as equivalent to one third of an all-school parent-teacher meeting.

(4) Score 2 or 0.....

(5) Score 0 to 4.....

Base score on the percentage of teachers visiting homes of pupils.

TOTAL FOR *a*.....

b. The Community (9)

Base your score on the percentage of pupils or teachers for whom the questions can be answered in the affirmative.

(1) Score 0 to 2.....

(2) Score 0 to 1.....

(3) Score 0 to 1.....

(4) Score 0 to 2.....

(5) Score 0 to 2.....

(6) Score 0 to 1.....

TOTAL FOR *b*.....

c. Religious Education Organizations (6)

(1) Score 0 to 3.....

(2) Score 0 to 3.....

If there is no state or county council, add the score allotted here to (1).

TOTAL FOR *c*.....

TOTAL FOR OUTSIDE RELATIONSHIPS.....

IV. Housing and Equipment (145)

17. Rooms (40)

- (1) Score 0 to 7.....

Allow half the score for adequate space for assembly purposes, and half the score for adequate space for classroom purposes. The score should be based on the per cent of pupils provided with adequate space. *Example:* If 60% of the pupils have 7 or more square feet for assembly, score 60% of 3.5 points of credit which is 2.1; if 40% of the pupils have 8 or more square feet for classroom, score 40% of adequate classroom credit, which is 1.4 points.

- (2) Score 0 to 3.....

Base score on percentage of pupils for whom proper lighting is provided.

- (3) and (4). Score 0 to 6.....

Base score on the percentage of classes for whom proper separation has been provided.

- (5) Score 0 to 4.....

- (6) Score 0 to 2.....

- (7) Score 0 to 4.....

- (8) Score 0 to 4.....

- (9) Score 0 to 2.....

- (10) Score 0 to 2.....

- (11) Score 3 or 0.....

- (12) Score 0 to 3.....

TOTAL FOR ROOMS.....

18. Equipment (35)

- (1) Score 0 to 6.....

Base score on the percentage of pupils properly provided with seating equipment.

- (2) Score 0 to 5.....

- (3) Score 0 to 6.....

Base score on the percentage of pupils properly provided for.

- (4) Score 0 to 4.....

(5) Score 0 to 5.....

(6) Score 0 to 4.....

Base score on the percentage of teachers properly provided with cabinets.

(7) Score 0 to 5.....

TOTAL FOR EQUIPMENT.....

19. *Literature and Supplies (40)*

(1) Score 0 to 10.....

Base score on the percentage of pupils properly provided with materials.

(2) Score 0 to 6.....

(3) Score 0 to 10.....

Base score on the percentage of teachers properly supplied with working materials.

(4) Score 0 to 6.....

(5) Score 0 to 8.....

TOTAL FOR LITERATURE AND SUPPLIES.....

20. *Service and Upkeep (30)*

(1) Score 0 to 5.....

(2) Score 0 to 5.....

(3) Score 0 to 5.....

(4) Scored under 7-(2). Do not score here.

(5) Score 0 to 5.....

(6) Score 0 to 5.....

Base score on the percentage of pupils properly provided with space for wraps.

(7) Score 0 to 5.....

TOTAL FOR SERVICE AND UPKEEP.....

Grand Total School Score

Percentage Standing of School (Divide Total by 10)

Summary

	Perfect Score	School Score	Total
I. Curriculum			
1. Worship	70	—	
2. Service	65	—	
3. Study	70	—	
4. Social and Recreational Life.....	55	—	
5. Personal Experience in Religion and the Church	65	—	
TOTAL FOR CURRICULUM.....	325		—
II. Leadership			
6. Personal Qualities.....	95	—	
7. Training and Experience.....	95	—	
8. Teaching and Executive Ability.....	95	—	
TOTAL FOR LEADERSHIP.....	285		—
III. Organization and Administration			
9. Unity of Program.....	35	—	
10. Budget	25	—	
11. Staff of Workers.....	35	—	
12. Training and Supervision of Workers	45	—	
13. Administrative Management of Pupils	35	—	
14. The Session	20	—	
15. Records and Reports.....	20	—	
16. Outside Relationships	30	—	
TOTAL FOR ORGANIZATION AND ADMINISTRATION	245		—
IV. Housing and Equipment			
17. Rooms	40	—	
18. Equipment	35	—	
19. Literature and Supplies.....	40	—	
20. Service and Upkeep.....	30	—	
TOTAL FOR HOUSING AND EQUIPMENT.....	145		—
Grand Total			—
Per Cent			—

INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION

Standard B
for the
Sunday Church School



THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
5 SOUTH WABASH AVENUE, CHICAGO, ILLINOIS

INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION

Standard B
for the
Sunday Church School

Approved, February 1929, by
The International Council of Religious Education
5 South Wabash Avenue, Chicago, Illinois

Price 20 cents

THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
5 SOUTH WABASH AVENUE, CHICAGO, ILLINOIS

INTERNATIONAL STANDARDS IN RELIGIOUS EDUCATION

GENERAL STANDARDS

The Educational Work of the Church (in preparation)
Standard A for the Sunday Church School
Standard B for the Sunday Church School
Standard for the Vacation Church School
Standard for the Weekday Church School

DEPARTMENTAL AND DIVISIONAL STANDARDS

Standard for the Beginners' Department
Standard for the Primary Department
Standard for the Junior Department
Standard for the Intermediate Department
Standard for the Senior Department (in preparation)
Standard for the Young People's Department (in preparation)
Standard for Adult Religious Education in the Church

Copyright, 1929, by

The International Council of Religious Education

Printed in U. S. A.

Standard B for the Sunday Church School

PURPOSE OF THIS STANDARD

THE purpose of this standard is to help leaders in Sunday church schools to examine their own work in order to improve it. This purpose is accomplished in two ways:

First, through indicating the important things to stress in a good Sunday church school. Certain items have been selected for this standard because of their importance. Each of these items is described so as to give a clear idea of what is meant by it and why it is important. This is followed by some suggestions on how to attain it. Thus, in brief scope, a comprehensive picture is given for a program of religious education for the Sunday church school.

Second, through a plan for scoring each of the items in this standard. This makes it possible to measure the extent to which a school reaches the ideal. The total perfect score is 500 points. The number of points assigned to each item in the standard indicates approximately its relative importance. A school may score anywhere from 0 to 500 points. If it is desired to show this score in terms of per cent, this can easily be done by dividing it by 5. In the outline on page 6 the amount of credit allotted to each item is shown. The complete scoring directions are given in a separate scoring pamphlet.

HOW TO USE THIS STANDARD

The primary value of this standard lies in enabling workers in the Sunday church school to visualize their own needs and in challenging them to better work. In order fully to serve its purpose, it is necessary that all the workers be familiar with it and evaluate their own work by it.

The standard has purposely been so constructed that few, if any, schools will score 500 points. Some will rate high on one item and some on another. It should challenge every school to improvement, without encouraging any to feel that it has arrived at the ultimate point of perfection. The test of

its value lies in how much it stimulates schools to better work. The standard is not intended for comparing one school with another. If it is to be used for comparison of schools, this should be done only under the guidance of an impartial expert scorer.

WHAT IS THE CHURCH SCHOOL?

The term "church school" is used to designate that organization through which the entire educational program of the church is administered. The church school may carry out its complete program through various units of organization such as the Sunday church school, weekday church school, missionary societies, young people's and other societies and clubs. In a church school which has a thoroughly integrated program these units of organization will provide a cumulative experience which preserves an essential unity in the life of the pupil. The term "Sunday church school" is used to designate the organization which commonly meets on Sunday morning for worship and study, or what is more generally known as the Sunday school.

A SYSTEM OF STANDARDS

This standard is one of a system of standards for religious education in the church. There is one comprehensive standard for the entire educational program of the church, entitled *The Educational Work of the Church*. This is now being prepared and will probably be available in the spring of 1930. The standard at present before us is designated *Standard B for the Sunday Church School*, and is intended for smaller schools and those lacking in educational leadership. There is another form, designated as *Standard A*, which is intended for church schools with fairly competent leadership. Schools using *Standard B* should look forward to adopting the use of *Standard A* just as soon as they have advanced to the point where they can undertake it. Standards are also provided for the various departments of the church school. These should be used in conjunction with *Standard B* for all departments which are organized, because they show its specific application to such departments.

This standard has been made to apply to the Sunday church school only. In a church where the Sunday church school is

but one of several agencies carrying joint responsibility for a unified program of educational work, it should cooperate with these other agencies in order to avoid overlapping and duplication. Throughout this standard the Sunday church school should be regarded as meeting the requirements on any given item if it definitely cooperates with other educational agencies of the church, and discharges its share of the responsibility covered by that particular item.

THE OBJECTIVES OF RELIGIOUS EDUCATION

The final test of the school of religious education is the extent to which it leads pupils in learning to live the Christian life. This life-centered objective should be kept constantly in mind in evaluating the work of the school. The fundamental questions on which such evaluation should be based are these:

1. Does it lead the pupil into a personal relationship with God?
2. Does it give the pupil an understanding and appreciation of the life and teachings of Jesus, lead him to accept Christ as Savior, Friend, Companion, and Lord, and lead him into loyalty to Christ and his cause?
3. Does it lead to a progressive and continuous development of Christlike character?
4. Does it lead into enthusiastic and intelligent participation in the building of a Christian community and world?
5. Does it develop the ability and desire to participate in the life and work of the church?
6. Does it give a Christian interpretation of life and of the universe?
7. Does it give a knowledge, understanding, and love of the Bible, and an intelligent appreciation of other records of Christian experience?

These questions must constantly be before the leaders of the educational work in the church. Success can be rated only in terms of the ability to give an affirmative answer to one or more of them. The items which will be presented in this standard are *means* through which we seek to attain the objectives.

They suggest the conditions under which the desired result may best be produced. Do not let them serve as ends in themselves, but always regard them as means to the achievement of Christian living.

THE MEANS FOR ACHIEVING THE OBJECTIVES

The following outline will give a bird's-eye view of the scope of this standard. The figures following each item indicate the portion of the total 500 points to be allotted to it.

- I. *Curriculum* (160)
 - 1. Worship (40)
 - 2. Service (30)
 - 3. Study (35)
 - 4. Social and Recreational Life (25)
 - 5. Personal Experience (30)
- II. *Leadership* (145)
 - 6. Personal Qualities (50)
 - 7. Training and Experience (45)
 - 8. Teaching and Executive Ability (50)
- III. *Organization and Administration* (125)
 - 9. Unity of Program (15)
 - 10. Budget (15)
 - 11. Staff of Workers (20)
 - 12. Training and Supervision (20)
 - 13. Administrative Management of Pupils (20)
 - 14. The Session (10)
 - 15. Records and Reports (10)
 - 16. Outside Relationships (15)
- IV. *Housing and Equipment* (70)
 - 17. Rooms (20)
 - 18. Equipment (15)
 - 19. Literature and Supplies (20)
 - 20. Service and Upkeep (15)

In the following pages there will be presented in detail the description of the various items in this standard together with questions which will indicate what is required to attain them.

I. Curriculum

The curriculum includes not only the course of study, but also such things as the program of worship, service enterprises, participation in the life of the school and of the church, social and recreational activities, through all of which pupils may learn to live the Christian life.

1. *Worship*

Worship should hold a central place in the program of the church school. Much care and attention must be given to the preparation and carrying out of the program of worship so that it may lead pupils into a genuine experience of communion with God.

- a. Does the general school session have at least 15 minutes for worship? (See Appendix A on the application of this standard to children's groups on page 21.)
- b. Is this period kept entirely free from such distractions as announcements, training in singing, or addresses unrelated to the theme of the service?
- c. Are the programs of worship carefully worked out in advance?
- d. Does the worship program usually have a central thought, with which the Scripture readings, hymns, music, prayers, and other elements are in harmony?
- e. Are the interests, needs, and ages of your pupils considered in the selection of themes and materials of worship?
- f. Is each program carried on in a spirit of sincerity and reverence, free from whispering, talking, disorder, and inattention on the part of pupils and teachers?
- g. Does the hymnbook used provide suitable hymns, suggested services of worship, and responses needed in the development of appropriate worship themes, suitable to the various ages of pupils?
- h. Do older pupils have opportunities to assist in the preparing and conducting of the program?
- i. Is provision made, apart from the periods of worship, for training in worship, including (1) training in singing, Scripture responses, etc., and (2) training in an understanding of hymns, responses, art masterpieces, and other materials?

2. *Service*

The service acts of pupils should be intelligent, purposeful, regular, and systematic, and rendered in a spirit of brotherly kindness and love. There should be gifts both of money and personal service, which so far as possible are the pupils' own.

- a. Does the school have a definite plan of service and giving in which all pupils may share? (See the statement in the introduction concerning the sharing of the Sunday church school with other agencies of the church in a comprehensive program.)
- b. Is this program comprehensive, that is, does it give each pupil an opportunity to serve in meeting needs in the local church, the community, home and foreign missionary enterprises? (See statement under question a.)
- c. Is the program graded so as to fit the pupils' capacities and interests?
- d. Do the pupils give money which they regard as their own, for example, allowances, earnings, or gifts?
- e. Do the pupils give time from their own leisure to service activities, and willingly utilize their talents in the service of the church?
- f. Is information given to the pupils regarding conditions and needs so that service may be intelligent?
- g. Do the pupils with the help and advice of teachers and leaders have a voice in choosing the objects to which their gifts and personal service are to go?
- h. Is service rendered in a spirit of true fellowship with those served, that is, so as to create sympathy and respect for them rather than pity and condescension?
- i. Is there definite effort in the program of service to develop in each pupil the habit of regular, systematic giving to benevolence and to religious causes, as for example, through the pledge and envelope system?
- j. Do all of the members of the school give regularly and systematically to benevolent causes?

3. *Study*

Under this heading are included those activities of study, instruction, investigation, discussion, etc., through which decisions may be reached for commitment to Christ and for Christian conduct in life situations, and out of which will grow an

understanding of the Bible and its teachings, the Christian religion, and principles of moral and religious living and Christian service.

- a. Does each class spend 30 or more minutes each Sunday in class session, exclusive of business? (See Appendix A on the application of this standard to children's groups on page 21.)
- b. Are the materials used graded and well adapted to the age, interests, and needs of the pupils? ¹
- c. Do the pupils enter into their work with whole-hearted purpose, as though they "mean business"?
- d. Do the pupils share with each other and with the teacher in study and discussion?
- e. Is effort made to discover and consider differing views regarding subjects under discussion?
- f. Is the effort made to lead pupils to think of the work of the school as having a meaning for everyday life and conduct? *

4. *Social and Recreational Life*

Social and recreational activities are a means of developing and expressing fellowship. Such activities should be included in the program of the school, not for mere amusement nor as a bait to attract new members, but because of the opportunity which they present for cultivating fellowship, cooperation, self-control, fair play, and other desirable traits of character, and should be conducted in accordance with high moral ideals.

- a. Is adequate opportunity provided for pupils of all ages to engage in social and recreational activities? (See the statement in the introduction concerning the sharing of the Sunday church school with other agencies of the church in a comprehensive program.)
- b. Is the recreational program planned with a view to the development of Christian character?
- c. Are clean play and good sportsmanship emphasized as of more importance than the winning of games?

¹ This requirement is interpreted as being met by the use of "closely graded," "group graded," or "departmental graded" lesson materials. Schools selecting their own curricula should give careful consideration to providing a balanced content, including, at appropriate ages in the lives of the pupils, biblical history and teachings, the history and teachings of the Christian church, missions, leadership training, personal religious and social problems, Christian service, and the claims and duties of church membership.

- d. Does the school provide equipment for recreational purposes which is of good quality and well cared for? (See statement under question a.)
- e. Does the school provide responsible leadership for all its social and recreational activities? (See statement under question a.)
- f. Do the leaders of the social and recreational activities furnish friendly and resourceful guidance rather than autocratic control?

5. *Personal Experience in Religion and the Church*

Religious education should lead each pupil to a personal faith in God, acceptance of Jesus Christ and his way of life, and membership in the church. Membership and participation in the life and work of the church is not only an expression of loyalty to the cause of Christ but a primary means of growth in Christian living.

- a. Is effort made to help each pupil develop an intelligent faith in God and an increasing devotion to Jesus Christ and his way of life?
- b. Is effort made to lead those who are intelligently and spiritually prepared therefor to personal commitment to Jesus Christ and formal reception into the church?
- c. Is provision made for training in the meaning and duties of church membership?
- d. Is special effort made to deepen the interest and increase the activity of the new church members after they have been received?

II. Leadership

The requirements included in this section of the standard must be applied to each individual worker in the school.

6. *Personal Qualities*

There are certain qualities in the teacher or officer which may be recognized as very important to successful work in the church school. Some of these are suggested in the following questions.

- a. Does he show a deep Christian purpose and a spirit of enthusiasm and optimism?
- b. Do the pupils like and respect him?

- c. Has he a friendly and sympathetic understanding of his pupils?
- d. Does he show interest in and loyalty to the school by being regular and punctual in attendance, by a spirit of cooperation, and by careful preparation for his work?
- e. Does he show initiative and resourcefulness?
- f. Is he able to work with others?
- g. Is he open-minded and fair in his attitude toward differing and conflicting viewpoints and opinions?
- h. Does he have a spirit of loyalty to the church as shown by attendance at its services, financial support, co-operation in its enterprises, etc.?

7. *Training and Experience*

A worker in the church school should be experienced in Christian living. He should have specific training and, where possible, successful experience under the supervision of a competent worker.

- a. Is he of sufficient maturity to command the respect of the group he teaches?
- b. Is he sufficiently young in spirit to appreciate the point of view of his pupils?
- c. Has he had any training in religious education (at least one completed unit in a teacher training class, community training school, correspondence course, summer school, courses in religious education in college, etc.)?
- d. Has he earned at least one unit of leadership training credit the past year?
- e. Does he read at least one religious educational journal regularly or one book on religious education each year, preferably both?
- f. Does he attend regularly the workers' conferences of his church school?

8. *Teaching and Executive Ability*

In the following list of questions the first group is to be asked concerning teachers only, and the second group is to be asked concerning officers only.

For Teachers

- a. Does he attempt to acquaint himself with the interests of the members of his class and adapt his teaching procedure to their individual interests and needs?

- b. Does he familiarize himself with the course of study as a whole before the first session of the class, and regularly prepare for each session?
- c. Does he consistently secure and hold interest and attention?
- d. Is he skillful in the choice and use of appropriate teaching methods, such as asking suitable questions, leading discussion, telling a story, leading pupils into fruitful activities?
- e. Does he secure the cooperation of the pupils and their homes in the preparation of assignments?
- f. Does he show initiative and ability in planning his work and in meeting the various situations that arise in the conduct of it?
- g. Does good order prevail in his class?
- h. Is he open-minded and fair in bringing out the different aspects and points of view regarding disputed questions?
- i. Does he stimulate and effectively guide cooperative study and discussion instead of doing most of the talking?

For Officers

- j. Does he hold the respect and confidence of the workers who serve under his direction?
- k. Does he secure the cooperation of teachers, officers, and pupils with whom he works?
- l. If responsible for the conduct of worship programs, does he do this with dignity, reverence, and appreciation?
- m. Is he regular in his work, faithful to promises, and does he get things done?

III. Organization and Administration

9. Unity of Program

The church school is the educational agency of the church. This relationship should be recognized both by the church and the church school. This is best accomplished by putting the general direction of the church school in the hands of a church board, council, or committee on religious education. Such a body should consist of from 3 to 7 members as the needs may require.

NOTE.—Union schools representing several churches should have such a committee made up jointly by those churches; union schools not connected with churches should nevertheless provide a committee on religious education in which their own work may head up.

- a. Does the church have a council, board or committee on religious education?
- b. Is it chosen either by the church or the official body of the church?
- c. Is it active in the administration and supervision of the Sunday church school?
- d. Does the Sunday church school take account of other organizations of the church so as to avoid duplication and overlapping?

10. *Budget*

The Sunday church school should be regarded as an opportunity for investment rather than as a source of revenue. The church should make provision in its budget for the running expense of the school, and the school offerings in turn be considered as contributions to the church or used for specific benevolences or both. The annual school budget should be prepared with care, well in advance. Full reports should be made of all expenditures and all books and vouchers carefully audited by duly appointed auditing committees.

- a. Does the school spend at least \$1.25 per year for each pupil enrolled, for local expenses?
- b. Is the school provided for in the church budget?
- c. Does the board, council, or committee on religious education have responsibility for determining and recommending the budget for religious education, and supervising its expenditure?
- d. Do the officers and teachers share in the formation of the religious education budget?
- e. Are expenditures incurred only on proper order of a responsible person or committee?
- f. Are bills paid promptly and remittance made to proper authorities?

11. *Staff of Workers*

A Sunday church school should have at least a superintendent, secretary, treasurer, and such other officers as may be needed, and a teacher or leader for each class and department group. Teachers and officers should be appointed or elected each year by the board, council, or committee on religious edu-

cation or some other body carrying the authority of the church. A public installation and consecration service does much toward enhancing the dignity and importance of these offices.

- a. Does the school have the necessary officers as indicated above?
- b. Are they all active?
- c. Does every class have a regular teacher?
- d. Is regular provision made for substitutes who will be available and prepared to take the place of workers necessarily absent?
- e. Are teachers and officers appointed or elected annually?
- f. Is there an annual public installation and consecration of officers and teachers?

12. *Training of Workers*

To provide a constant supply of new teachers and officers as well as better to prepare those now in service, a school must have a program of training for its workers. This may include local church training classes, participation in community training schools, use of correspondence courses and the sending of students to summer training schools and camps. A workers' conference meeting, with an educational program, should be held at least ten months in the year, if local conditions permit. The educational feature of the workers' conference may consist of the discussion of some topic of importance to the religious education program, an address on some phase of the work of religious education delivered by a member of the group or an outside speaker, or the cooperative study of a book or magazine on religious education. Books and magazines for the use of workers should be made available by the school.

- a. In which of the following agencies is the school maintaining training: (1) Local training classes? (2) Correspondence courses? (3) Community training schools? (4) Summer training schools? (5) Boys' and girls' camps?
- b. Is the number of standard credits earned annually in these training enterprises equal to one-half the number of teachers and officers in the school?¹

¹A "standard credit" is awarded for the successful completion of a unit of the Standard Leadership Curriculum adopted and approved through the International Council of Religious Education. It requires ten or twelve class sessions of at least 50 minutes each, under an accredited instructor, and the study of an approved textbook.

- c. Does the school have a regular workers' conference?
- d. Do all of the workers attend these conference meetings?
- e. Is an educational topic provided as the main feature of the workers' conference?
- f. Does the program provide for the participation of the members?
- g. Is there a workers' library, with some new books added each year and with a definite plan of reading for the workers?
- h. Is there a plan whereby the workers receive regularly a good magazine on religious education?

13. *Administrative Management of Pupils*

The administrative management of pupils involves their enlistment, proper grouping and annual promotion, regular and punctual attendance, following up absentees, and provision for reaching those who cannot attend the session of the school. The school must not simply hold its own—it must adequately reach everyone in the community for whom it may be considered responsible. Enrolment and assignment to classes should be done by someone specifically appointed for that purpose. In small schools this person may be the superintendent or one of the other officers. The school should be divided into departments as far as possible. Even the smallest schools should have separate worship for pupils under 9 years at least, and if the number of pupils permits, there should be at least one class for each public school grade. The administration of the school should be democratic, allowing an increasing amount of participation of pupils as they increase in maturity.

- a. Is a systematic effort made to secure a list of prospective members, such as comparing the church membership list (including children of church families) regularly with the school enrolment, and conducting community surveys?
- b. Is systematic effort made to secure the enrolment of new members by means of personal visitation and invitation (rather than through contests)?

- c. Does the school maintain departments as indicated in the note below, to the extent that this is possible? ¹
- d. Does the school maintain at least one class for each public school grade, where numbers permit?
- e. Is there a person specifically responsible for grading?
- f. Are pupils promoted annually, with a dignified and meaningful program?
- g. Is the average attendance 70% to 100% of the average number belonging to the school? ²
- h. What per cent of those attending arrive at the opening of the school?
- i. Does the school have an active cradle roll, with a superintendent who provides definite help for the mothers and visits the homes of the babies at least once a year (with the aid of assistants, in large schools)?
- j. Does the school have an active home department which provides for home study and gives help in home religious activities?

14. *The Session*

Sessions of the Sunday church school should be held regularly throughout the year, should be at least 60 minutes in length, and should open and close promptly. The work should not be regarded so lightly that a session is omitted whenever there is a special day in the church, when the weather is bad, or when for some other reason it is not convenient to meet.

¹ The recognized departments of the church school are as follows: cradle roll and nursery (first three years of age); beginners' (ages 4-5); primary (ages 6-8, or school grades 1-3); junior (ages 9-11, or school grades 4-6); intermediate (ages 12-14, or school grades 7-9); senior (ages 15-17, or school grades 10-12); young people's (ages 18-23); adult (24 and over). In determining the pupil's place in the school chief consideration should be given to public school grade rather than age. Many schools will not find it possible to arrange for separate sessions for all these departments, but grading should be carried as far as the number of pupils and the arrangements of the building will permit. Separate departments may be organized even if they cannot be housed in separate rooms. With the exception of the beginners' department, there should be at least one class for each school grade, provided this does not make classes of less than five pupils.

² First find your *average attendance*. This is done by adding the attendance figures (exclusive of visitors) for all the sessions of the school year and dividing this sum by the number of sessions held. Now divide the average attendance by the *average number of persons belonging* to your school during the school year, and you will have the answer to question "g" in terms of *per cent of attendance*.

NOTE.—Some schools find it advantageous to their work, because of vacations of pupils and teachers and consequent irregularity in attendance, to omit class sessions during the summer months, and have departmental meetings only, or to unite with other churches in conducting Sunday or vacation schools, or in rare cases to omit sessions entirely during certain vacation months. When such action is taken by a council, board, or committee on religious education in full recognition of the principles involved, it should not be interpreted as violating the above requirement.

- a. Is the school held every Sunday in the year? If not, are sessions omitted only because some local condition makes it necessary or desirable, or because some other activity of the church provides fully for all the pupils what they miss by not having school?
- b. Is every school session actually 60 minutes or more in length?
- c. Does the school (all departments) open and close promptly at the specified times?

15. *Records and Reports*

The school should maintain a system of accurate records which should supply all the information required for its effective administration. Reports should regularly be made to the school, church, denomination, and the council of religious education, giving such information regarding the work of the school as may be taken from the records.

- a. Does the school have a permanent record of each pupil including information on the following items: name; address; telephone number; date of birth; public school grade or occupation; church membership; parents' names and church connections?
- b. Does the school have a record of attendance of each pupil?
- c. Does the school have a card file or other record of prospective students?
- d. Does the school keep a record of attending membership and attendance for each session?
- e. Are the records used as a means for studying progress?
- f. Are regular reports made to the board, council, or committee on religious education, to the workers' conference, to the official body of the church, and to the congregation?
- g. Are the necessary reports and information furnished promptly to denominational and council of religious education offices?

16. *Outside Relationships*

The pupil has many contacts throughout the week which have an influence on his spiritual growth. The *home* is the most vital factor in character formation for pupils of all ages, and particularly for those of younger years. The *community* is also a factor in the child's life which must be taken into account if religious education is to meet life needs. Much of his life in the community can be directed for accomplishing the purpose of the church school. Denominational and interdenominational *organizations* for religious education have a definite value for the local school.

- a. Does the school seek definitely to link up its work with the home: (1) through regular reports on the work of pupils; (2) through occasional parent-teacher meetings; (3) through the visitation of each home by the teacher or (in case of adult classes) class visitor?
- b. Is an attempt made to secure the cooperation of the public library in providing books for church school teachers?
- c. Does the school cooperate with its denominational board of religious education by giving its support in an approved way, by sending delegates to conventions and institutes, and by making use of such assistance in its work as the denominational board may provide?
- d. Does the school cooperate with the council of religious education (district, county, or city) and with the state and International councils, by giving its support in an approved way, by sending delegates to conventions and institutes, and by making use of such assistance in its work as the councils may provide?

IV. Housing and Equipment

The building in which the church school is held is a silent teacher from which the child learns many lessons. The pupils' impression of the place of worship and religious study should be the best possible. Many buildings in which church schools are held can be greatly improved in both exterior and interior appearance. The building should be so arranged and used as to serve the practical purposes of religious education.

17. *Rooms*

The rooms in which the church school is held must be suitable for their purpose. They must be adequate as to number and

size, properly arranged, and made as neat and attractive as possible. They should make the pupils feel a sense of satisfaction and pride in ownership.

- a. Is the floor space provided for each pupil equal to at least the following requirement: (a) for assemblies, 7 square feet; (b) for classrooms, 8 to 15 square feet (15 preferred); (c) for rooms used for both assembly and classes, 15 square feet?

NOTE.—To carry out the type of work which is set forth in this standard requires ample space. Eight square feet per pupil for class work is given as the absolute minimum and, wherever possible, this should be increased to fifteen. Churches planning new buildings should take this into account. Under no circumstances should they provide less than ten square feet per pupil for classrooms, and the full requirement of fifteen square feet should be made available if at all possible.

- b. Are rooms provided for each department and class group, at least by means of screens or curtains?
- c. Are suitable social and recreational rooms provided? (See the statement in the introduction concerning the sharing of the Sunday church school with other agencies of the church in a comprehensive program.)
- d. Do furnishings, woodwork, and general appearance meet at least the prevailing artistic standards of the homes and schools of the community?
- e. Are toilet facilities available, separate for boys and girls?
- f. Is there an ample storeroom or cabinet space for supplies?

18. *Equipment*

The equipment should meet the needs of the school. No teacher or officer should be handicapped for lack of working tools. Requirements will vary for different departments, but the following will indicate what is at least the minimum.

- a. Are seats provided to fit the pupils of different grades?
- b. Is a suitable musical instrument, kept in tune, available to meet the needs of each group (preferably a piano)?
- c. Are framed pictures, chosen for their value in religious education and suitable to the age of the pupils, attractively placed in rooms used for worship and classes?
- d. Are blackboards and maps provided, sufficient for the needs of the school?
- e. Are cabinets provided for use of teachers?

- f. Is there a reasonable supply of equipment for the social and recreational program? (See the statement in the introduction concerning the sharing of the Sunday church school with other agencies of the church in a comprehensive program.)

19. *Literature and Supplies*

Careful consideration must be given to providing a proper supply of literature and other working materials. Officers must be on the alert to provide those materials in plenty of time for use each quarter.

- a. Is each pupil properly supplied with at least the working materials suggested in the teacher's helps being used?
- b. Is the teacher of little children supplied with play and manipulation materials such as blocks, picture books, paper, scissors, etc.?
- c. Is each teacher properly supplied with at least the working materials suggested in the teacher's helps being used?
- d. Are Bibles with readable type available for all pupils in the junior department and above?
- e. Are suitable hymn books provided and kept in good condition?

20. *Service and Upkeep*

One of the most severe tests of a church school plant is its proper upkeep. A good janitor is a very important asset to a program of religious education.

- a. Is the heating system adequate at all times? Are thermometers in use and kept as nearly as possible at 68 degrees during the winter season?
- b. Is the light in assembly rooms, in classes, and in halls and vestibules such as to be pleasing, and to make good work possible without eye strain?
- c. Is the air in all rooms kept fresh throughout each session? (This should be carefully checked up by one who visits different rooms from time to time.)
- d. Is the building, including furniture and fixtures, kept clean and in good repair?
- e. Are all pupils provided with space where they may hang their wraps?
- f. Are the grounds, lawn, and exterior of the building in good repair and as attractive as can be made?

Appendix A

SPECIAL SUGGESTIONS FOR WORKERS WITH CHILDREN IN USING THIS STANDARD

In this standard there is no provision for interpreting children's work in situations where they have separate departments. Any beginners', primary, or junior group having departmental organization should be guided by the beginners', primary, or junior standards respectively.

In situations where there is no separate department for any one of the children's groups, the children's workers should be especially active in making the best possible plans and in securing the best possible equipment for the children.

It is especially important that some attention be given to worship. Children cannot talk to God in a language which they do not understand. It is essential, therefore, that they have the opportunity for prayer and for learning and singing songs which express their own feelings and needs. If a screened corner in the church is the only possible means of separating the children from other groups, the beginners (ages 4 and 5) and the primary children (ages 6, 7, and 8) can learn to sing quietly their own songs, express in simple words what they wish to talk about with God, and find opportunities of working with him through giving their money and planning bits of service which they can render to others of his children. These children cannot take part in responsive readings nor read words of hymns nor understand many Scripture passages nor pray in the words of the adult who leads the school in prayer. They must, therefore, have their own worship.

The junior boys and girls (ages 9, 10, and 11) can read well enough to take part in much of the service; and if the leader keeps them in mind in selecting the hymns, Scripture passages, and wording the prayers, they can enter into the service with some degree of satisfaction.

In the case of all of the children's groups there should not be thrust upon them the appeal to contribute to causes about which they know nothing and for which they can feel little interest.

The regular enterprises which the school supports should be discussed frequently and carefully, fresh information should be brought in continually, and the pupils should be given opportunity to find out enough about them so that they can make them their own. In the selection of any special enterprise, such as a missionary offering or a gift to some institution in the community, the children should be allowed to have a part in deciding what will be undertaken and in planning their own contribution.

The thirty-minute period called for on this standard for the class session should, in the three children's groups, be considered more than a "lesson period." Lesson materials will be used, but they will not be the *reason* for the class session. The group meet in order that they may think together of the way the Heavenly Father wants his children to live. The lesson stories and other materials are used to help in discovering his way, and being brave enough and strong enough to do it. The teacher will therefore provide for conversation with the pupils; for the use of pictures, nature materials, play materials, and songs and prayers; for the "acting out" of the right way to treat visitors and strangers, or taking turns in holding a picture, or sharing possessions, or taking care of the church property, or making the room beautiful by bringing flowers; for trips out of doors, and visits with the minister.

The section in this standard dealing with "Personal Experience in Religion and the Church" should be so interpreted for the children's groups that they will understand that they are members of the church family as soon as they belong to any of its groups, that the church is their church in a real sense; and that they are sharing in its work when they attend church school, do their part in carrying out the plans for working for others, and so on; but that when they grow a little older they will be asked to observe its rules and take a larger share in its work. Jesus and the Christian way of living should be held before them continually, and they should have frequent opportunities for considering the meaning of being a Christian in their every day living. When the time comes, usually in the later junior period, for a public confession of discipleship of Jesus and the taking of the vows of church membership it will not be an unrelated incident, but will have deeper meaning because of the

careful preparation that the teachers of the younger groups have made through the years.

A careful reading of the departmental standards for the beginners', primary, and junior groups will be helpful in discovering items considered essential in a program of religious education for these groups and in working out ways of securing as many of these items as possible in the program of the small school with limited equipment.

Three leaflets, *The Beginners' Department of the Church School*, *The Primary Department of the Church School*, and *The Junior Department of the Church School*, which may be ordered through state, denominational, or International headquarters, will be useful in suggesting plans for the three departments.

Appendix B

HOW TO USE THIS STANDARD

1. Make a careful study of the standard itself so that it may be fully understood. This study should be made by all of the teachers and officers of the school. This will make an excellent program for one or more meetings of your teachers and officers. One of the chief values of the standard is to enable your workers to see their tasks in a bigger light, and to make plans for improvement.

2. Plan to score your school. This may be done either by one individual, by a committee appointed for the purpose, or by a whole group of workers cooperatively. If the latter plan is used it will be necessary for an individual or committee to gather certain data outside of meetings. For this purpose the special *scoring pamphlet* should be secured, and a copy placed in the hands of each person who is to assist with the scoring. Make a careful rating of your school on each of the items of the standard, and put your results in such form that they can be preserved for future use.

3. If the scoring has been done by an individual or a committee, report the results to the entire group of workers. The wall chart will help in doing this. Give them an opportunity to discuss the scores assigned on each of the items. Discuss freely

ways in which the school may be improved in order to score higher on these items. Out of this discussion should grow a program for the improvement of the school.

4. Plan a definite period during which the improvements on which you have agreed are to be made. This may occupy a quarter, two quarters, or a year. It is well to plan to do one or a few things at a time in order not to confuse your workers with many details. Let each understand clearly what the things are that he is to do in order to effect the desired improvement in the school.

5. At the end of the period set for improvement, score your school again as before. Make a careful record of your rating on each of the items and compare this with the rating made on the first scoring.

6. Report again to the entire group of workers. Since a number of new workers will probably have been added to your group since the first scoring it will be well to take time to interpret the items of the standard wherever necessary. Let the workers see the results of the two scorings side by side. A good way to do this is by means of a graph with a different colored line to represent each of the scorings. Discuss fully in your workers' conference the results of this second scoring. Out of this should grow a new goal for attainment which may occupy another period of time, at the end of which the process of measurement will be repeated.

7. After your school has made a thorough use of *Standard B* and succeeded in attaining fairly well the requirements set down in this standard, you should plan to adopt the use of *Standard A for the Sunday Church School*, using it in accordance with the suggestions contained in that instrument.



INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION

Standard B
for the
Sunday Church School

Scoring Manual



THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
203 NORTH WABASH AVENUE, CHICAGO, ILLINOIS

Price 15 cents per copy, cash with order
Printed in the U. S. A.

INTERNATIONAL STANDARDS IN RELIGIOUS EDUCATION

Standard B for the Sunday Church School

Scoring Manual

THIS scoring manual has been prepared for use with *Standard B for the Sunday Church School*. The full interpretation of the points is given in the standard pamphlet itself.

A small committee should be made responsible for the work of scoring. Such a committee should plan to spend a liberal amount of time on this work. If possible, the members of the committee should be free on Sunday morning in order to observe the work in various departments and classes.

To begin with, the committee should study the entire standard and make its plans for securing the necessary data for scoring. In some cases the facts may be obtained from the records, in some cases by consultation with workers, in some cases by actual observation, and in still other cases by measurement of rooms. Some data can best be obtained when the school is not in session, other data must be secured while the session is going on. The teachers and officers should participate as largely as possible in the scoring, both in helping to determine the standing of the school and in planning ways of improvement. Such self-rating will stimulate to better work.

Some of the items in the standard can be scored exactly on the basis of facts and figures available. Others require the exercise of judgment on the part of the scorer. Wherever such judgment must be based upon observation of the work which is being done, it is desirable to have several observations made and to take the average of the scores assigned at each observation.

In the case of a few of the items a school can earn either *all* or *none* of the points allowed for such item. In the scoring instructions these are stated thus: "Score 5 or 0." On most of the items, however, a school will receive a proportion of the perfect score, depending on the extent to which it has reached the ideal. These are stated thus: "Score 0 to 5." In scoring such items it is helpful to think of the worst possible school as scoring 0, the best possible school as scoring perfect, and then deciding at which point between these two extremes the school in question would fall.

In following the scoring directions, it will be unavoidable to have some of the scores run into fractions. When these figures

are summed up for each of the 20 major items, use the nearest whole number. (Count .5 as the next higher whole number.)

In the following directions, the numerical value to be allowed each question under each item is indicated. In most cases the questions are so worded as to require no further information for scoring. Wherever necessary, however, instructions have been given on how to score.

The 500 points were assigned to the four main divisions on the basis of relative importance. The score assigned to each of the four major divisions was distributed to the subdivisions under each. Obviously the greater the number of subdivisions under any one major division, the smaller the score allotted to each such subdivision. Therefore, the score of one subdivision should not be compared with the score of another subdivision.

A summary form appears on the final page of this manual, to which the scores may be transferred after they have been determined. A wall chart has been prepared for use with this standard so that the scores may be displayed before the entire group of workers. This chart is not intended for the edification of pupils or visitors, but simply for use with workers' groups. It should not be given a permanent place on the wall, but should rather be displayed at workers' meetings only.

Standard B is scored on the basis of 500 points. If it is desired to show the score in percentages, divide your actual score by 5.

I. Curriculum (160)

1. *Worship* (40)

Score each department separately on worship, find the average, and record it in the blanks below. Make at least three observations of each department.

a. Score 0 to 5.....

Reduce score by 1 point for every minute the period falls below 15. Allow no score for worship periods of 10 minutes or less.

b. Score 0 to 5.....

c. Score 0 to 4.....

d. Score 0 to 3.....

e. Score 0 to 5.....

f. Score 0 to 5.....

g. Score 0 to 4.....

h. Score 0 to 4.....

Bear in mind the following considerations in determining the amount of credit: Are programs frequently prepared by committees containing pupil

members? Do pupils assist in conducting the programs at least one Sunday each month? What per cent of older pupils are given an opportunity to share in making and conducting programs?

i. Score 0 to 5.....

TOTAL FOR WORSHIP.....

2. *Service* (30)

a. Score 0 to 3.....

The term "definite plan" is interpreted to mean a plan which has been discussed and adopted by the board or committee on religious education, or by some other responsible body, and which is definitely known to the workers of the school.

b. Score 0 to 3.....

c. Score 0 to 3.....

Base score on the percentage of pupils engaging in service activities fitted to their interests and capacities.

d. Score 0 to 3.....

Base score on the percentage of pupils meeting this ideal.

e. Score 0 to 3.....

Base score on the percentage of pupils meeting this ideal.

f. Score 0 to 3.....

g. Score 0 to 3.....

h. Score 0 to 3.....

i. Score 0 to 3.....

j. Score 0 to 3.....

Base score on percentage of pupils engaging in regular and systematic giving.

TOTAL FOR SERVICE.....

3. *Study* (35)

Each of the classes must be rated on this item. While it may be possible to arrive at the score for the school by discussion with the several teachers, it will be much more effective to have some competent person visit the classes and form an estimate in consultation with the teacher. Two or three observations are desirable. Score each class separately on each question and then find the average. Enter this average in the blanks below.

a. Score 0 to 6.....

Determine the exact length of class session over a period of 3 to 5 Sundays and find the average. If this average is 30 minutes or more, allow full credit. Reduce the credit by 1 point for each 1½ minutes the average falls below 30, allowing no credit if it falls below 18.

- b. Score 0 to 6.....
- c. Score 0 to 6.....
- d. Score 0 to 6.....
- e. Score 0 to 5.....
- f. Score 0 to 6.....

TOTAL FOR STUDY.....

4. *Social and Recreational Life (25)*

- a. Score 0 to 6.....

Base score on percentage of pupils for whom recreational activities are provided. While the kind and amount of recreational activities must be determined by the local situation, the term "adequate" may be interpreted to mean that each pupil should have an opportunity for some form of recreational activity under the auspices of the church at least once each quarter.

- b. Score 0 to 5.....
- c. Score 0 to 4.....
- d. Do not score here; scored under Item 20.
- e. Score 0 to 5.....

Base score on the extent to which proper leadership is supplied to all groups.

- f. Score 0 to 5.....

TOTAL FOR SOCIAL AND RECREATIONAL LIFE.....

5. *Personal Experience in Religion and the Church (30)*

- a. Score 0 to 9.....
- b. Score 0 to 9.....
- c. Score 0 to 6.....
- d. Score 0 to 6.....

TOTAL FOR PERSONAL EXPERIENCE IN RELIGION AND THE CHURCH

II. Leadership (145)

The chart at the center of this booklet has been prepared for convenience in scoring a school's leadership. The score of each worker, whether he be officer or teacher, must be determined on the basis of the perfect scores shown in the first column of the chart, and then the average for the school determined. It will be noted that the columns are numbered. This will make it convenient to assign a number to each worker, thus making it impossible for the casual observer to tell which column covers the score of a particular worker. If a school has more workers than the number of columns in the chart, this can easily be ex-

panded by pasting on a plain piece of paper, or the right-hand section of the chart from another scoring booklet.

Some competent, impartial person or committee should score the workers on this chart. It will probably not be practical to ask all the workers to hand in their own scores since they will not want to show their ratings on some of the questions.

There is great value, however, in self-rating on the part of workers. Such self-examination should be an incentive to improvement. For the benefit of schools desiring to have their workers make a rating of themselves, the publishers of this standard are prepared to furnish separate rating-charts at 15c per dozen.

With but few exceptions, the questions in the standard indicate clearly how scoring is to be done. The following notes will cover the questions on which further guidance will be needed.

6. *Personal Qualities*

In one sense such personal qualities as Christian purpose and spirit are so basic to all successful teaching that they should overtop all others. Yet they manifest themselves also in teaching ability and faithfulness to the task. For this reason the score on this item is made proportionate to the others.

7. *Training and Experience*

Some of the questions under this item do not apply very satisfactorily to secretaries and some other officers who require a special type of training. If it is desired, this item may be omitted in scoring such officers. The average scores will not be affected, provided in each case the average is taken for the number of teachers and officers actually scored and not for the total working staff of the school. Do not omit any of the teachers or general administrative officers from this scoring.

- c. Allow 2 points credit for each unit of leadership training credit (or the equivalent) up to 3, 1 point for each additional unit up to 12.
- d. Allow 2.5 points for 1 unit of credit, 5 points for 2 or more units. This question does not apply to those who have completed the Standard Curriculum, and in their case the credit should be added to question *e*.
- f. Allow full credit for perfect attendance, no credit for less than 50% attendance in any year. Between these limits, distribute the score according to the worker's record.

8. *Teaching and Executive Ability*

Score under section "For teachers" or under section "For officers." If a worker is serving as both teacher and officer, score under both sections, but divide the total score by 2 before recording.

- 1. In case of officers who are not responsible for worship programs, re-distribute the score on this question to other questions by adding 4 points each to *j*, *k*, and *m*.

Scoring Sheet for

	6. <i>Personal Qualities</i>	PERFECT SCORE	1	2	3
a	Christian purpose and spirit	7			
b	Pupil attitudes	6			
c	Understanding of pupils	6			
d	Attitude toward school	7			
e	Initiative and Resourcefulness	6			
f	Cooperation	6			
g	Open-mindedness and fairness	6			
h	Loyalty to church	6			
	TOTAL FOR PERSONAL QUALITIES	50			
	7. <i>Training and Experience</i>				
a & b	Age and maturity	10			
c	Training in religious education	15			
d	Credit during year	5			
e	Educational reading	5			
f	Workers' conference attendance	10			
	TOTAL FOR TRAINING AND EXPERIENCE	45			
	8. <i>Teaching and Executive Ability*</i>				
a	Study of pupil needs	6			
b	Adequate preparation	6			
c	Holding interest and attention	5			
d	Use of teaching methods	6			
e	Pupil preparation	5			
f	Planning and adapting the work	6			
g	Keeping good order	5			
h	Fairness to differing viewpoints	5			
i	Stimulating pupil participation	6			
j	Attitude of co-workers	12			
k	Cooperation of others	13			
l	Conduct of worship programs†	12			
m	Faithfulness and dispatch	13			
	TOTAL FOR TEACHING AND EXECUTIVE ABILITY	50			
	<i>Grand Total for Leadership</i>	145			

*Score each person only in one section for teachers or for officers. If the same person is scored in both sections, the scores must be divided by 2 before recording.

†For officers who are not leaders of worship, re-distribute the 12 points allowed on this item.

on II—Leadership

[illegible]

teacher and officer he may be scored on both, but his total score on item 8 *must* point to j , k , and m .

III. Organization and Administration (125)

9. *Unity of Program* (15)

- a. Score 3 or 0.....
- b. Score 2 or 0.....
- c. Score 0 to 5.....

Full credit requires regular meetings (at least 8 to 12 per year) in which active responsibility is taken for the work of the school.

- d. Score 0 to 5.....

TOTAL FOR UNITY OF PROGRAM.....

10. *Budget* (15)

- a. Score 0 to 5.....

Full credit for \$1.25 or more. Reduce by 1 point for each 10c this falls below \$1.25. No credit for less than 75c per pupil.

- b. Do not score
- c. Score 0 to 3.....
- d. Score 0 to 3.....
- e. Score 2 or 0.....
- f. Score 2 or 0.....

TOTAL FOR BUDGET.....

11. *Staff of Workers* (20)

- a. Score 0 to 4.....

Determine score by the extent to which school is properly supplied with officers.

- b. Score 0 to 4.....
- c. Score 5 or 0.....
- d. Score 0 to 3.....
- e. Score 2 or 0.....
- f. Score 2 or 0.....

TOTAL FOR STAFF OF WORKERS.....

12. *Training of Workers* (20)

- a. Score included in b.
- b. Score 0 to 8.....

Example: A school having a staff of 24 teachers and officers which receives a total of 12 or more leadership training credits gets a full score of 8; if it receives 6 credits it gets 4 points, etc.

c. Score 0 to 2.....

Allow no credit unless 5 or more meetings per year are held; 1 point for 5 to 9 meetings; 2 points for 10 or more.

d. Score 0 to 2.....

Allow no credit if average attendance is less than 75%; 1 point for 75% to 85%; 2 points for 85% to 100%. Allow no credit if less than 5 meetings are held.

e. Score 0 to 2.....

Allow no credit if less than 5 meetings are held.

f. Score 0 to 2.....

Allow no credit if less than 5 meetings are held.

g. Score 0 to 2.....

h. Score 0 to 2.....

Base score on the extent to which magazine literature is made easily accessible for each worker.

TOTAL FOR TRAINING OF WORKERS.....

13. *Administrative Management of Pupils* (20)

a. Score 0 to 2.....

b. Score 0 to 2.....

c. Score 2 or 0.....

d. Score 2 or 0.....

e. Score 1 or 0.....

f. Score 2 or 0.....

g. Score 0 to 3.....

Score 1 if average attendance is 70% to 80%, score 2 if average attendance is 80% to 90%, score 3 if average attendance is 90% to 100%.

h. Score 0 to 2.....

Allow no credit if the number on time is less than 85% of those attending. Score 1 if the number on time is 85% to 90% of those attending, score 2 if the number on time is 90% to 100% of those attending.

i. Score 0 to 2.....

j. Score 0 to 2.....

TOTAL FOR ADMINISTRATIVE MANAGEMENT OF PUPILS

14. *Session (10)*

- a. Score 0 to 4.....

Reduce score by 1 point for one Sunday omitted except as provided in the interpretation, 3 points for the second Sunday. Allow no score for 3 or more Sundays omitted.

- b. Score 0 to 4.....

Allow full score if school (all departments) is held 60 minutes every Sunday. Reduce score by 1 for each Sunday there is a variation from this rule up to 4.

- c. Score 0 to 2.....

Allow no credit if the rule of promptness is varied from oftener than 4 Sundays per year. The word "promptly" shall be interpreted to mean a variation from the specified time of not more than 2 minutes.

TOTAL FOR SESSION.....

15. *Records and Reports (10)*

- a. Score 0 to 2.....

Base score on per cent of pupils for whom a permanent record is maintained.

- b. Score 1 or 0.....

- c. Score 1 or 0.....

- d. Score 1 or 0.....

- e. Score 0 to 2.....

- f. Score 0 to 2.....

Reports to the committee on religious education and the workers' conference should be made at least quarterly; reports to the official body of the church and the congregation at least annually.

- g. Score 0 to 1.....

Allow no credit if reports are not made within a month of the time request is received.

TOTAL FOR RECORDS AND REPORTS.....

16. *Outside Relationships (15)*

- a. Score 0 to 9 as follows.....

(1) Score 0 to 3 as follows: 1 for pupil reports in one department; 2 for reports in two departments; 3 for reports in three or more departments, or in the whole school.

(2) Score 0 to 2 as follows: 1 for one parent-teacher meeting (count a department parent-

teacher meeting equivalent to one-third of an all-school parent-teacher meeting); 2 for two or more.

(3) Score 0 to 4 on the basis of the percentage of teachers visiting homes of all pupils in their classes.

b. Score 0 to 2.....

c. Score 0 to 2.....

If the school is interdenominational or non-denominational add the credit allotted this question to question *d*.

d. Score 0 to 2.....

If the school is located where no state or county council exists add the credit allotted this question to question *c*.

TOTAL FOR OUTSIDE RELATIONSHIPS.....

IV. Housing and Equipment (70)

17. Rooms (20)

a. Score 0 to 5.....

Allow half the score for adequate space for assembly purposes, and half the score for adequate space for classroom purposes. The score should be based on the number of pupils provided with adequate space. Example: If 60% of the pupils have 7 or more square feet for assembly, score 60% of $2\frac{1}{2}$ points of credit which is $1\frac{1}{2}$; if 40% of the pupils have 8 or more square feet for classroom, score 40% of adequate classroom credit, which is 1.

b. Score 0 to 5.....

c. Score 0 to 3.....

d. Score 0 to 3.....

e. Score 0 to 2.....

f. Score 0 to 2.....

TOTAL FOR ROOMS.....

18. Equipment (15)

a. Score 0 to 4.....

Score should be proportionate to the percentage of children under 12 provided with seats of proper size.

b. Score 0 to 3.....

The word "group" is interpreted to mean each group worshipping separately.

- c. Score 0 to 2.....
 Base score on the proportion of classrooms and assembly rooms properly provided with pictures.
- d. Score 0 to 2.....
- e. Score 0 to 2.....
 Base score on the proportion of teachers properly provided with cabinet space.
- f. Score 0 to 2.....

TOTAL FOR EQUIPMENT.....

19. *Literature and Supplies* (20)

- a. Score 0 to 5.....
 Base score on percentage of pupils properly supplied with materials.
- b. Score 0 to 2.....
- c. Score 0 to 5.....
 Base score on percentage of teachers properly supplied with working materials.
- d. Score 0 to 4.....
 Base score on the extent to which Bibles are available as needed.
- e. Score 0 to 4.....
 Base score on the adequacy of the supply and the condition of the books provided.

TOTAL FOR LITERATURE AND SUPPLIES.....

20. *Service and Upkeep* (15)

- a. Score 0 to 3.....
- b. Score 0 to 3.....
- c. Score 0 to 3.....
- d. Score 0 to 2.....
- e. Score 0 to 2.....
 Base score on percentage of pupils provided for.
- f. Score 0 to 2.....

TOTAL FOR SERVICE AND UPKEEP.....

Grand Total School Score.....

Per Cent Standing of School (Divide total score by 5).....

Summary

	Perfect Score	School Score	Totals
I. Curriculum			
1. Worship	40	—	
2. Service	30	—	
3. Study	35	—	
4. Social and Recreational Life.....	25	—	
5. Personal Experience	30	—	
TOTAL FOR CURRICULUM.....	160		—
II. Leadership			
6. Personal Qualities	50	—	
7. Training and Experience	45	—	
8. Teaching and Executive Ability	50	—	
TOTAL FOR LEADERSHIP.....	145		—
III. Organization and Administration			
9. Unity of Program	15	—	
10. Budget	15	—	
11. Staff of Workers	20	—	
12. Training and Supervision	20	—	
13. Administrative Management of Pupils	20	—	
14. The Session	10	—	
15. Records and Reports	10	—	
16. Outside Relationships	15	—	
TOTAL FOR ORGANIZATION AND ADMINISTRATION	125		—
IV. Housing and Equipment			
17. Rooms	20	—	
18. Equipment	15	—	
19. Literature and Supplies	20	—	
20. Service and Upkeep	15	—	
TOTAL FOR HOUSING AND EQUIPMENT.....	70		—
Grand Total	500		—
Per Cent			—

**INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION**

**Standard
for the
Beginners' Department**



**THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
203 NORTH WABASH AVENUE, CHICAGO, ILLINOIS**

INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION

Standard
for the
Beginners' Department

Approved, February 1929, by
The International Council of Religious Education
203 North Wabash Avenue, Chicago, Illinois

Price 20 cents

THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
203 NORTH WABASH AVENUE, CHICAGO, ILLINOIS

INTERNATIONAL STANDARDS IN RELIGIOUS EDUCATION

GENERAL STANDARDS

The Educational Work of the Church (in preparation)
Standard A for the Sunday Church School
Standard B for the Sunday Church School
Standard for the Vacation Church School
Standard for the Weekday Church School

DEPARTMENTAL AND DIVISIONAL STANDARDS

Standard for the Beginners' Department
Standard for the Primary Department
Standard for the Junior Department
Standard for the Intermediate, Senior, and Young People's Departments, or Combinations of Departments, in the Young People's Division of the Sunday Church School
Standard for Adult Religious Education in the Church

Copyright, 1929, by

The International Council of Religious Education

Printed in U. S. A.

Standard for the Beginners' Department

PURPOSE OF THIS STANDARD

THE purpose of this standard is to help leaders in the beginners' department to examine their own work in order to improve it. This purpose is accomplished in two ways:

First, through indicating the important things to stress in a good beginners' department. Certain items have been selected for this standard because of their importance. Each of these items is described so as to give a clear idea of what is meant by it and why it is important. This is followed by some suggestions on how to attain it. Thus, in brief scope, a comprehensive picture is given for a program of religious education for the beginners' department.

Second, through a plan for scoring each of the items in this standard. This makes it possible to measure the extent to which a department reaches the ideal. The total perfect score is 1,000 points. The number of points assigned to each item in the standard indicates approximately its relative importance. A department may score anywhere from 0 to 1,000 points. If it is desired to show this score in terms of per cent, this can easily be done by dividing it by 10. In the outline on page 6 the amount of credit allotted to each item is shown. The complete scoring directions are given in a separate scoring pamphlet.

USING THIS STANDARD

The primary value of this standard lies in enabling workers in the beginners' department to visualize their own needs and in challenging them to better work. In order fully to serve its purpose, it is necessary that all the workers be familiar with it and evaluate their own work by it.

The standard has purposely been so constructed that few, if any, beginners' departments will score 1,000 points. Some will rate high on one item and some on another. It should challenge every department to improvement, without encouraging

any to feel that it has arrived at the ultimate point of perfection. The test of its value lies in how much it stimulates departments to better work. The standard is not intended for comparing one beginners' department with another. If it is to be used for comparison, this should be done only under the guidance of an impartial expert scorer. Full directions for the use of this standard are given in the appendix on page 27.

WHAT IS THE CHURCH SCHOOL?

The term "church school" is used to designate that organization through which the entire educational program of the church is administered. The church school may carry out its complete program through various units of organization such as the Sunday church school, weekday church school, missionary societies, young people's and other societies and clubs. In a church school which has a thoroughly integrated program these units of organization will provide a cumulative experience which preserves an essential unity in the life of the pupil. The term "Sunday church school" is used to designate the organization which commonly meets on Sunday morning for worship and study, or what is more generally known as the Sunday school.

A SYSTEM OF STANDARDS

This standard is one of a system of standards for religious education in the church. There is one comprehensive standard for the entire educational program of the church, entitled *The Educational Work of the Church*. This is now being prepared and will probably be available in the spring of 1930. Sometimes this entire educational program is spoken of under the general name *church school*. This program normally is divided into various agencies, such as the Sunday church school, with its departments, the vacation church school, and the weekday church school. Standards are provided for each of these phases of the program, related to the comprehensive standard for the educational program. The standard at present before us is designated *Standard for the Beginners' Department*.

This standard has been made to apply primarily to the Sunday morning session of the beginners' department. In a church where the beginners' department of the Sunday church school is but one of several agencies carrying joint responsibility for a unified program of religious education for beginners, it should co-

operate with these other agencies in order to avoid overlapping and duplication. Throughout this standard the beginners' department should be regarded as meeting the requirements on any given item if it definitely cooperates with other educational agencies of the church, and discharges its share of the responsibility covered by that particular item. This relationship can best be maintained through the use of *The Educational Work of the Church*.

THE OBJECTIVES OF RELIGIOUS EDUCATION

The final test of the school of religious education is the extent to which it leads pupils in learning to live the Christian life. This life-centered objective should be kept constantly in mind in evaluating the work of the beginners' department. The fundamental questions on which such evaluation should be based are these:

1. Does it lead the pupil into a personal relationship with God?
2. Does it develop in the pupil a growing appreciation of Jesus as Friend and Helper?
3. Does it lead to a progressive development of character in harmony with the ideals of Jesus?
4. Does it lead the pupil to contribute willingly and joyously to the happiness of his home and community?
5. Does it develop the desire to have a part in the life and work of the church?
6. Does it develop a Christian interpretation of life in such a way that the pupil comes to understand the plan of a loving Father for the world and his part in the carrying out of this plan?
7. Does it introduce the children to biblical materials in such a way as to create a love for them, and does it develop an appreciation for other appropriate materials?

These questions must constantly be before the leaders of the educational work in the church. Success can be rated only in terms of the ability to give an affirmative answer to one or more of them. If we had perfect measuring sticks whereby we could ascertain the extent to which these ideals have been attained, we would not need to go further in this standard. We do not, however, have such measures of spiritual attainment.

Only very gradually are such instruments of measurement emerging.

We must therefore move beyond the statement of desired product to that of the *conditions* under which this product will most likely be attained. Here we can be more specific in our requirements and more mechanical in our measurement. Even here we must bear in mind that the only purpose for setting up ideal conditions is that the best product may be attained. The items which will be presented in the remainder of this standard are *means*, not ends in themselves.

THE MEANS FOR ACHIEVING THE OBJECTIVES

The following outline will give a bird's-eye view of the scope of this standard. The figures following each item indicate the portion of the total 1,000 points to be allotted to it.

I. *Curriculum* (325)

1. Fellowship (80)
2. Worship (85)
3. Service (80)
4. Study (80)

II. *Leadership* (285)

5. Personal Qualities (165)
6. Training and Experience (120)

III. *Organization and Administration* (245)

7. Unity of Program (50)
8. Staff of Workers (35)
9. Supervision of Workers (50)
10. Constituency (50)
11. Records and Reports (25)
12. Outside Relationships (35)

IV. *Housing and Equipment* (145)

13. Rooms (40)
14. Equipment (35)
15. Literature and Supplies (40)
16. Service and Upkeep (30)

In the following pages there will be presented in detail the description of the various items in this standard together with questions which will indicate what is required to attain them.

I. Curriculum

Since we learn to live by living, that beginners' or kindergarten department will be most successful which gives the children the fullest opportunity to live together as children of the Heavenly Father, in happy work, study, play, and worship. The curriculum of the beginners' department includes, therefore, all of the activities of the department through which the children learn to live the Christian life. For convenience, they may be grouped under the topics: fellowship, worship, service, study; but the leader will recognize always that such topics are not hard and fast lines of division in the program,

1. Fellowship

a. *Does a spirit of fellowship pervade the entire session of the department?* Fellowship or friendly companionship among the adults and the children should characterize the entire session of a beginners' department. Realizing that a child learns from his surroundings, his associations, and his observation of others as well as from the "lessons" being taught, the leaders will give careful thought to the atmosphere created by the attitudes of the adults as well as of the children.

- (1) Do the children like to come to Sunday school?
- (2) Are the relations between pupils and teachers friendly and happy?
- (3) Is there opportunity in the department program for friendly conversation, reports, sharing of songs, dramatizations, and so on?
- (4) Is there provision for the courteous greeting of guests, new pupils, and children returned after absences?
- (5) Is recognition given to important events in the life of the children, such as birthdays, the arrival of a baby, special kindergarten and home experiences?
- (6) Is there harmonious working together among the adults in the department?
- (7) Is recognition given to special contributions of groups and individuals to the work or worship of the department?
- (8) Is the spirit of fellowship strengthened by the discouraging of schemes for pupil rivalry, exciting contests, and other activities which make for division?

b. *Is there thoughtful provision for social and recreational life?* Children who have abundant social and recreational activities provided in their own homes have need only of a very simple program in connection with the church school. Children in poorly favored communities have need of a very full and varied through-the-week program.

(1) Is there provision for happy play experiences?

(2) Is the play program of the department adequate to meet the needs of the community?

2. *Worship*

In the worship of a beginners' department the child is led to a consciousness of his relationship to his Heavenly Father. Worship may occur at any time during the session. The atmosphere should be such that worship is natural and frequent, and alert teachers will be quick to recognize and make the most of opportunities which arise. There will be no specific departmental worship service designated.

It is impossible to separate in our thinking the number of minutes in an hour's program which are devoted exclusively to worship. The leader and the children talk of the beautiful things which our Father has made and then they thank him for them. Perhaps they stand informally about the piano and sing their thanks. A story is told of God's care of the birds. An empty bird's nest is examined and then the children fly like birds or draw pictures of ways in which they can help the Heavenly Father to take care of his birds. Somebody says, "Let's thank the Heavenly Father for helping the birds and for letting us have a part in caring for them," and then a prayer is voiced that leader and children may remember to feed the birds. How many minutes were worship and how many minutes preparation for it, who can say?

a. *Is there adequate time given to worship?* On the other hand if a large part of the time is spent in "busy work," drilling songs, making announcements, and teaching the children to "say" things, even though the songs are worded as prayers and the children are taught to repeat devotional words, any thoughtful observer would say, "The required time was not given to worship."

(1) Are there frequent, brief periods of prayers, either spoken or sung, during the session of the beginners' department?

- (2) Are the leaders alert to sense a readiness to worship on the part of the group?
- (3) Are suggestions of giving thanks, asking for help and so on which come from the children acted upon promptly by the leaders?

b. *Is the worship of high quality?* There should be something about the atmosphere of a beginners' department which makes the superintendent feel that at any moment there may come joyous or quiet responses which show that the children have been brought near to God; which make the pianist and helpers feel a sense of privilege at being able to contribute; which makes the regular visitor pause before entering the door for fear she will disturb the atmosphere if she chances to be late; which makes the chance visitor desire to come again that she may feed her soul; and which makes each child feel, "I love to come to the Heavenly Father's house. It makes me happy. My teacher loves to come, too. It makes her happy."

EXAMPLES OF MOMENTS OF WORSHIP

Thoughtful child (after teacher and children had sung "Away in a Manger"): "That song just makes me happy." There was an atmosphere of reverent happiness throughout the room as one child after another said, "It makes me happy, too."

After a conversation in a beginners' department about the times we talk to the Heavenly Father, a little four-year-old said, "One day when the snow was coming down I looked up and said, 'I love you, God,'" and the expression on her face showed that she was sharing with the other children a real worship experience.

- (1) Are the activities of the department so conducted that they result in a conscious working with God and in worship experiences?
- (2) Are the songs sung joyously but lightly rather than loudly?
- (3) Do the prayers, songs, and comments of the leader give a sense of God's love, nearness, and readiness to help?
- (4) Are the materials or suggestions which represent God as vengeful, warlike, spying, partial, afar off, or capricious, carefully debarred?

- (5) Do the songs used measure up to this standard: (a) Are the verses good poetry? (b) Is the tune good music? (c) Is the sentiment expressed worthy a place in religious education? (d) Are they simple in content and short? (e) Is the music within range of the child's voice?
- (6) Is the session so conducted as to focus the attention of the group on one thought, leaving a unified impression?

c. *Is there whole-hearted participation in the worship experiences?* Children must participate if they are to have a worship experience. Such participation must be whole-hearted, happy, and free. It comes when the child is happy in the group, when the materials of worship are close to his experience, and the occasion is natural and normal.

- (1) Is there opportunity in the session to make use of contributions from the pupils such as original songs, prayers, suggestions, decorations, and so on?
- (2) Is the use of worship materials such as makes possible the most whole-hearted participation of the pupils?
- (3) Do the pupils participate in songs, prayers, and so on?
- (4) Do they examine the pictures and notice material used?
- (5) Is the dedication of the offering made a part of the worship?

d. *Are the materials of worship graded?* It is impossible for the child to worship if he cannot understand the songs, prayers, or verses that are used in the session, or if the materials used are far from his experience. All plans for a worshipful program for beginners must be based on the responses which may be expected from little children. These responses result largely from the kind of worship material which is used by the teacher.

The following may be classified as worship materials: instrumental music, songs, spoken prayers, pictures, nature material, stories, verses of Scripture, dramatic play, the offering. (This list, however, does not exhaust the numerous experiences through which children worship. It is suggestive only.)

- (1) Is the interpretation of experience which the worship offers one that the pupil can understand and appreciate?
- (2) Is the Scripture material used understood by the pupils, familiar to them, and related to their experiences?
- (3) Do the prayers grow out of the experiences of the pupils, express their needs, desires, and aspirations, and make communion with God natural?
- (4) If a story is used does it come well within the experience of beginners?
- (5) Do the songs express sentiments which little children may really feel?

e. *Is there opportunity for training in worship?* Participation in worship is more general and more whole-hearted when the pupils are familiar with the songs, prayers, and Scripture used. However, drilling on songs or verses should not take place in the beginners' department. The materials should be taught in an atmosphere which insures appreciation and understanding.

Perhaps the children are playing "going to sleep." The teacher tucks them in and sings softly:

When I go to sleep and when I wake,
When you go to sleep and when you wake,
Our Heavenly Father cares.

He cares for me,
He cares for you,
Our Heavenly Father cares.

Some of the children have caught the words and the next time the night time is discussed they, too, are ready to sing. Who can say when they learned the song? They absorbed it, which is the thing to be desired.

- (1) Are the materials to be used, to express the little child's worship experiences, taught through conversation and pictures, and use by the leaders rather than by drill?
- (2) Are new songs introduced to meet personal and seasonal needs of the children?
- (3) Are group prayers taught through conversation, pictures, and use by leaders, rather than by drill?

3. Service

Religious education is concerned that the every-day activities of a child be motivated by love for God and love for others. It recognizes, therefore, that opportunity for practice in unselfish living must be provided in order that Christian attitudes and habits be formed.

To this end advantage is taken of the special days and seasons which have religious significance and which are of particular interest to the child. Opportunities for helpful service, however, will not be confined to these special seasons, but will be recognized in the daily experience of the children, and made the basis of fruitful work and study.

a. *Are the children's gifts of personal service and money their own?* Beginners do not, as a rule, have much money to give. It is not essential that they give largely, but that what is given be the child's own gift, planned for by him; that it be properly motivated so that he gives gladly and intelligently. Money gifts are desirable but should not outweigh opportunities for helpful service which grow out of a desire to meet a clearly understood need. Money, as such, means very little to beginners. It means more to them to give a loved toy than a sum of money. Therefore in planning gifts let them be tangible objects that may be seen, if possible. Expeditions to present the gifts, and to share beloved stories through re-telling and play, should be taken if at all practicable.

- (1) Is opportunity provided for the children's consideration of needs of others and for their planning and carrying through means to meet these needs through offerings, gifts, and personal service?
- (2) Are the children motivated in their giving by the thought that they are working with God?
- (3) Are frequent opportunities afforded for sharing personal treasures such as toys?
- (4) Is service in arranging the beginners' room encouraged?
- (5) Are suggestions for service at home a part of the program?
- (6) Is each experience in sharing made such a happy one that a repetition is desired?

- (7) Do the pupils know and feel an interest in the causes for which their gifts are used?
- (8) Do most of the children participate joyfully in planning and working to meet the needs of others?

b. *Are the service activities constructive and worthy?* The Christian service program, even for little children, may be broad in scope because it reaches out to various interests, and constructive because it shares in high and worthy causes selected after careful thought on the part of the teachers and children.

- (1) Are the service activities concrete and within the experience and understanding of the children?
- (2) Are the spontaneous suggestions of children gladly received and considered in planning the service activities?
- (3) Are cooperation in the work and worship of the department made avenues of service?
- (4) Are emergency situations, such as national or community disasters, or a special building program of the church, made opportunities for sharing and for actual service?
- (5) Does participation in these projects result in a keener appreciation by the pupils of the work and contribution of others, and never in a feeling of superiority and condescension?

c. *Is there a continuous program of service?* Service projects should be a regular part of the departmental program, rather than spasmodic occurrences. They should be simple so that the children can have a major share in working them out; they should not be too prolonged for children lose interest in any project that covers too long a period of time. Each should be carried to completion by the pupils.

- (1) Are service projects made a regular part of the department activities, rather than spasmodic occurrences?
- (2) Are projects undertaken carried through to satisfactory completion by the pupils even though this involves additional meetings of the group?

4. Study

The term "study" as it refers to the work of the beginners' department includes all of the learning activities such as, dramatization, investigation, excursions, story-telling, handwork connected with the working out of problems, and so forth.

a. *Is the time allowance adequate?* To carry out the learning activities suggested above requires a great deal more time than drill lessons or question-and-answer lessons. The beginners' department needs the time of the entire session of the church school for its own activities in its own room. Weekday sessions are desirable for an adequate program.

- (1) Is the Sunday session of the beginners' department apart from the other departments of the school at least one hour in length?
- (2) Are there opportunities provided either for expanded or weekday sessions of the group?

b. *Are the materials graded and adapted to the group?* Only as the materials are within the capacities of the children, and the teaching very close to the child's life experiences can the desired character changes be effected.

- (1) Are the teaching materials used in the department, units of a graded course?
- (2) Are the experiences of the pupils, as well as those initiated by teachers, made the basis of teaching so as to lead out into larger experiences of knowledge and service?
- (3) Are the problem situations which arise in the session, and fruitful experiences of the week which are recalled, used as opportunities for teaching the Christian way of behavior?
- (4) Do the beginners' workers know their pupils through visiting them in home, kindergarten, or on the playground?
- (5) Do the teachers use additional books to enrich or supplement the official course?

c. *Is the work of the department purposeful?*

- (1) Is the teacher successful in keeping the children throughout the session mentally alert and actively participating?

- (2) Do all of the workers know the aims and program of the department?
- (3) Is there opportunity for learning through exchange of courtesies or sharing experiences with other departments of the church or other groups outside the church?
- (4) Are open-mindedness and tolerance fostered through recognition of the rights of others?

II. Leadership

5. *Personal Qualities*

a. *Have the workers personalities which will make them effective?* To help a child to the joy of working with God, the leader's own joy in so working must be evident. Children are quick to note and catch that devotion which makes their leader prompt, faithful, and full of happy suggestions for the group activities. They are just as quick to catch an attitude of indifference as evidenced by irregularity and lack of preparation.

The more winsome a personality the teacher has, the more she will command the children's love, and the more resultant influence she will have upon them. "Liking the teacher" is one of the conditions of learning.

- (1) Does the leader show by her regularity and promptness in attendance that she considers the meeting with the department important?
- (2) Is her love for children and for her work evident in her ability to win the children's friendship?
- (3) Is she courteous toward her children?
- (4) Does she have an unprejudiced attitude toward people of other races and religions?

b. *Is the teacher's religious life of such a nature as to train a child religiously?* To lead a child to God, a teacher must know the way herself. The richer her own experience in Christian living and fellowship with God the richer she can make the religious experience of her pupils.

- (1) Do her own prayers with the children make dependence upon God and communion with him natural and desirable?

- (2) Is she able to sense a situation in which children are ready to worship?
- (3) Does she participate whole-heartedly with the children in the department worship service?

6. *Training and Experience*

a. *Is the leader trained and is her training being continued?*
 The more definite training a leader has had for her specific task, the more effective she should be. A knowledge of the needs, activities, interests, and characteristics of the pupils; of the principles, materials, and methods of teaching; and of the Christian message are involved. To be effective, the training in these essential fields must be coupled with actual experience in teaching. As she continues to study and develop the power of self-criticism, the more she will grow in skill and power.

- (1) Has the leader taken training in religious education?

NOTE.—The normal requirement is the completion of the twelve units of the Standard Leadership Training Curriculum or the equivalent thereof, each unit requiring the successful completion of a course involving ten or twelve class periods of fifty minutes each and a corresponding amount of time spent in preparation.

- (2) Does she seek to improve her teaching technique by receiving at least two units of credit in the Standard Leadership Training Curriculum each year (if not already holding a diploma), by attending conventions, by reading articles in current magazines, and by reading new books in the field of religious education?
- (3) Has she had at least a year of practice teaching under competent supervision?
- (4) Does her work show evidence of careful preparation?
- (5) Is she adaptable and resourceful, and able to make changes in her program as need arises?

b. *Has she the ability of self-criticism?*

- (1) Does she maintain a sufficiently objective attitude toward her sessions to evaluate them honestly, and find the cause of failures and successes?

III. *Organization and Administration*

The beginners' department of the church school, in co-operation with other educational institutions, has responsibility for the complete Christian education of its entire constituency. In order to make sure that its equipment, leaders, and program are used in the manner most likely to help its pupils to learn to

live the Christian life, there must be a definite and effective plan for the organization and administration of the department.

7. Unity of Program

a. *Does the beginners' department have a unified program?* The first step in making an effective plan for the organization and administration of the department, is to consider the work being done by each of the educational agencies in the local church which touch beginner children. For two organizations to serve the children in the same area is wasteful.

- (1) Is the beginners' department working under the council or committee on religious education for the local church?
- (2) Is it definitely related to the other phases of work being carried on in the church?
- (3) Is provision made in the budget of the church school for financing the work of the beginners' department?

8. Staff of Workers

a. *Does the church school make provision for the selection and training of an adequate staff of workers for the beginners' department?* To carry out its program the beginners' department must have a staff of adult leaders who are willing and able to work with children. The number and duties of these leaders are determined by the needs of the school and the tasks which must be done.

- (1) Is there a principal or superintendent of the beginners' department?
- (2) Does she supervise and unify the work of the department?
- (3) Is there a secretary who keeps all of the departmental records?
- (4) Is there a pianist who cooperates with the superintendent in making music a vital factor in the departmental program?
- (5) Does she play accurately, sympathetically, and without "jazzing" the music?
- (6) Does the number of helpers approximate one to each eight or ten children?

b. *Are the members of the staff officially appointed?* "Just anybody" cannot do successful work in the beginners' department. The leaders must be selected with care and made officials of the church.

- (1) Are the officers and helpers of the beginners' department appointed by the responsible board or committee of the church?
- (2) Are they appointed or re-appointed annually?
- (3) Are they installed in their positions in such manner as to impress upon them their responsibility and give them recognition before the church constituency?

c. *Is there provision for training?* To have an adequate staff the church school must provide means for training its beginners' workers.

- (1) Are there available to the beginners' department leaders, local training classes, community schools, or are scholarships at summer schools provided?
- (2) Do the beginners' leaders participate in the workers' council of the church school, report their work to it, and hear of the work of the school as a whole?
- (3) Are regular departmental conferences held at least quarterly?

9. *Supervision of Workers*

a. *Is there adequate supervision and provision for growth?* A growing teacher needs constant help and guidance. A supervisor, through visits to the session, study of the class situation, and subsequent conferences, can help the teacher to recognize the strong and weak points in her teaching and to diagnose the class situation; refer her to supplementary materials; and offer other practical suggestions.

- (1) Is there a system of supervision in the department which aims to interest the teachers in self-improvement and to give encouragement and definite guidance?
- (2) Is there provision for regular conferences of teachers and officers to discuss departmental and individual problems and to plan activities?
- (3) Are all the teachers thoroughly familiar with the aims of the church school, and do they share in the responsibility of planning the yearly or monthly program for the school and department?
- (4) Does the supervisor encourage initiative and original thinking in the helpers?

b. *Is there opportunity for observation?*

- (1) Is there provision in the department for the teachers' occasional visits to other departments?
- (2) Do the teachers visit the kindergartens of the community to observe method?
- (3) Are the results of these visits reported to the department staff?

10. *Constituency*

a. *Does the beginners' department know the constituency for which it must provide?* The total program of the church school is planned and administered for the religious nurture of the boys and girls for whom it is responsible. It cannot help those whom it does not reach. The first step is to know the constituency for which it is responsible.

- (1) Does the beginners' department have an accurate list of the names of all children of beginner age whose parents are members of the local church?
- (2) Has it secured during the year through a survey, or in some other way, a list of children in the community of beginner age who have no church relationships?
- (3) Is there a definite plan in operation for securing the enrolment of the children thus discovered?

b. *Is there a definite plan of grouping and promotion?* Members of the department should be graded on the basis of their development and spiritual needs. Careful consideration should be given to the pupils' physical maturity, religious development, and social grouping. For those children who have had public school kindergarten experience a separate group is sometimes preferable. In individual cases where grouping presents a problem the ultimate decision should be such as to place the child where he can be at ease and where he can enjoy attacking new problems with sufficient familiarity to be within his comprehension. Some person should have responsibility for continuous study of the grading of the department. Provision should be made for promotion based upon development and progress at regular intervals, at least once a year. A child normally leaves the beginners' department when he enters the first grade of public school.

- (1) Is there a beginners' department in the church school made up of children approximately four and five years of age (kindergarten age)?
- (2) Is consideration given to the problem of grouping on the basis of experience and individual needs of pupils?
- (3) Is provision made for regular promotion at least once a year?
- (4) Is there a definite basis for promotion which takes account of the pupils' progress and development?

c. *Is there pupil participation in the program?* The program of the beginners' department should not be a performance staged for the benefit of an audience, but should be participated in heartily by all. Leaders should endeavor to guide the pupils in genuinely social participation in the work and worship of the department.

- (1) Do the pupils share in the planning of service activities?
- (2) Do they have a voice in the use made of the offering?
- (3) Do they suggest activities for the department and share in these activities?
- (4) Do they help to prepare the room for the sessions?
- (5) Do they learn and use the materials of worship?
- (6) Do they contribute songs, prayers, and gifts to help make the program?

d. *Do the pupils attend regularly and punctually?*

- (1) Is the average attendance 75% to 100% of the average number belonging to the department?¹
- (2) Do at least 80% of the pupils attending arrive at the opening of the school?

11. *Records and Reports*

In order to be able to evaluate and check up on its work and to indicate to the committee on education its progress and its

¹ First find the average attendance. This is done by adding the attendance figures (exclusive of visitors) for all the sessions of the school year, and dividing this sum by the number of sessions held. Now divide the average attendance by the *average number of pupils* belonging to the department during the school year, and you will have the answer to question (1) in terms of *per cent of attendance*.

needs, the beginners' department must have usable records and make careful, easily interpreted reports.

a. *Is the record system adequate?*

- (1) Does the beginners' department have a system of records showing at least the name, parents' names, address, age, and attendance record of each pupil?
- (2) Are these records regularly and accurately kept by an officer designated for the purpose?
- (3) Are the records kept from year to year showing the pupil's progress?
- (4) Are absentees promptly followed up?
- (5) Are the records revised at least once a year?
- (6) Are names dropped only after definite efforts have been made to ascertain the reason for the pupils' leaving the department?
- (7) Are the records used by the officers of the department in order to improve the condition within the department?

b. *Are useful reports made?*

- (1) Are the needs of the department regularly reported to the workers' council of the church school?
- (2) Are the achievements of the department so reported?
- (3) Are definite recommendations regarding the condition of the department regularly made?

12. *Outside Relationships*

The aim of the entire program of the beginners' department is to develop Christian living, and if the work of the department is to progress satisfactorily toward that goal, a unified educational program is essential. Within the local church the program of religious education for beginner children should conserve all the valuable features offered by various organizations, but it should see to it that they reach the child as parts of a whole, not as unrelated units. Without the church are important agencies which contribute largely to the education of the child. The program of religious education cannot fail to take account of these agencies and work with them.

a. *Does the beginners' department recognize its relationships to the home?* The home has had the beginner child for a longer period of the life of the child than any other agency. He is still entirely dependent upon it and subject to its authority. The character of the home is the largest single influence in the life of a beginner child, and home experiences offer the largest opportunity for learning to live the Christian life. The beginners' department must, therefore, work in closest cooperation with the home.

- (1) Is there a definite plan for meetings and conferences of parents and teachers for the purpose of discussing the religious education of beginners and securing an interchange of experience and viewpoint?
- (2) Do the teachers, through personal visits at least once a year, know the home surroundings of their pupils?
- (3) Are problems of behavior which become acute in the department talked over with the parents?
- (4) Are pamphlets dealing with child nurture made available to parents who request them, or tactfully brought to their attention if they need them?
- (5) Are written reports made to the parents of the progress of their children in the beginners' department?
- (6) Are the parents invited to visit the department and cooperate in its activities?
- (7) Are definite efforts made to help the parents realize that the major responsibilities for the religious education of their children rest with the home, and that the beginners' department is the agency of the church for cooperating with them in this task?

b. *Does the beginners' department recognize its relationship to the church?* The beginners' department is a part of the church. It is not a separate organization. The children, their parents, and the leaders of the beginners' department should think of the department in its relationship to the church.

- (1) Is there a definite plan for enlisting the active cooperation of the entire church constituency in the work of the beginners' department?
- (2) Do the officers of the church school and the pastor visit the beginners' department, and are they made welcome by teachers and pupils?

- (3) Does the church budget carry an item for the work of the beginners' department?
- (4) Do the officers and teachers of the beginners' department cooperate in the work of the school as a whole, through attending workers' council meetings, carrying out in their department projects adopted for the school as a whole, serving on committees of the workers' council, and so on?

c. *Does the beginners' department recognize its relationship to other agencies?* These children are beginning to have relationships wider than the church and the home. They know the tradesmen, they go to kindergarten, they meet other children in the neighborhood. Each of these relationships holds large opportunities for religious education.

- (1) Does the beginners' department include in its program suggestions regarding relationships with the postman, the fireman, the milkman, and others?
- (2) Do the leaders visit the kindergartens which their children attend?
- (3) Does the department take into account in planning its program the specific items in the kindergarten work which interest the pupils?

IV. Housing and Equipment

The building in which the church school is held is a silent teacher from which the child learns many lessons. Many church buildings can be greatly improved in both exterior and interior appearance. While it is possible to do good work with meager facilities, and while excellent working conditions will not guarantee educational results, it is true that proper space and equipment are a great aid to good work. It is not always possible to have ideal conditions, but while making the most of present facilities, plans should be made and every effort put forth to provide the best possible conditions for the department program.

13. Rooms

The room, or rooms, in which the beginner children meet must be suitable for its purpose. The informality of the program of the beginners' department, including as it does, varied

activities, makes necessary more space per pupil than would be required for a formal seating of the group.

a. *Is the beginners' department adequately housed?*

- (1) Does the floor space provided allow at least fifteen square feet per pupil? (Twenty-five square feet per pupil, the regulation requirement for public school kindergarten, is strongly recommended. New church school buildings should plan for this amount of space.)
- (2) Are groups that worship simultaneously separated by sound-proof partitions?
- (3) Are toilet facilities available?
- (4) Is there a cloakroom or closet for the pupils' wraps, preferably outside the assembly room?

b. *Is the beginners' department properly located?*

- (1) Is the room so placed in the church plan as to provide for sunlight and fresh air?
- (2) Are the rooms free from external physical distractions, such as noise of street cars, and so on?
- (3) Is the room so located that no dark halls or steep stairs have to be traversed?

14. *Equipment*

a. *Is the beginners' department adequately equipped?* The equipment should meet the needs of the department. Neither teacher nor pupils should be handicapped for lack of working tools.

- (1) Is the furniture provided for the room substantial and comfortable?
- (2) Are the furnishings, woodwork, walls, floor covering, and hangings harmonious?
- (3) Has the room the following equipment?
 - (a) Chairs—for children. Chairs of two heights, some ten, and some twelve inches, should be provided. (Mosher and Posture League chairs are desirable.) Comfortable chairs should be provided at the back of the room for mothers and other visitors.
 - (b) Tables—one for the department leader, and several for the children.
 - (c) Desk—with chair, for secretary.

- (d) Cabinet—with lock and key, for storing of departmental supplies. A picture file should be included in this cabinet.
- (e) Mounting Space—for pictures. A burlap or cork-covered wall, or one covered with a wall-board panel will serve the purpose.
- (f) Pictures—one or two permanent pictures hung low enough to be within range of the child's vision.
- (g) Professional Library—a collection of books on the work of the department. There should be included also some current professional magazines.
- (h) Piano—a small one will add to the attractiveness of the room.
- (i) Decorative Materials—such as flower vases or baskets.

15. *Literature and Supplies*

a. *Are adequate literature and supplies provided?*

- (1) Is the minimum of \$1.50 per pupil spent each year on supplies?
- (2) Is each pupil properly supplied with working materials?
- (3) Are teachers properly supplied with teaching materials, such as paper, paste, scissors, pictures, blocks, seeds and bulbs, watering can, doll, and the like?

16. *Service and Upkeep*

a. *Is there adequate janitor service?* One of the conditions of good work in a beginners' department is an efficient plan of upkeep. A good janitor is indispensable, and a building committee must see to it that necessary repairs are made promptly, and that rooms are redecorated often enough to keep them attractive.

- (1) Is the heating system adequate at all times? Are thermometers in use and kept as nearly as possible at 68 degrees during the winter season?
- (2) Is the air in all rooms kept fresh throughout each session? (This should be carefully checked up by one who visits different rooms from time to time.)

- (3) Is the building, including furniture and fixtures, kept clean?
- (4) Are the grounds, lawn, and exterior of the building as attractive as they can be made?
- b. *Is the department kept in good repair?*
 - (1) Is the plumbing kept in good repair?
 - (2) Is the room redecorated often enough to keep it fresh and attractive?
 - (3) Is worn out or broken furniture promptly repaired or replaced?

Appendix

HOW TO USE THIS STANDARD

1. Make a careful study of the standard itself so that it may be fully understood. This study should be made by all of the teachers and officers of the department. This will make an excellent program for one or more meetings of your teachers and officers. One of the chief values of the standard is to enable your workers to see their tasks in a bigger light, and to make plans for improvement.

2. Plan to score your department. This may be done either by one individual, by a committee appointed for the purpose, or by a whole group of workers cooperatively. If the latter plan is used it will be necessary for an individual or committee to gather certain data outside of meetings. For this purpose the special *scoring pamphlet* should be secured, and a copy placed in the hands of each person who is to assist with the scoring. Make a careful rating of your department on each of the items of the standard, and put your results in such form that they can be preserved for future use.

3. If the scoring has been done by an individual or a committee, report the results to the entire group of workers. Give them an opportunity to discuss the scores assigned on each of the items. Discuss freely ways in which the department may be improved in order to score higher on these items. Out of this discussion should grow a program for the improvement of the department.

4. Plan a definite period during which the improvements on which you have agreed are to be made. This may occupy a quarter, two quarters, or a year. It is well to plan to do one or a few things at a time in order not to confuse your workers with many details. Let each understand clearly what the things are that he is to do in order to effect the desired improvement in the department.

5. At the end of the period set for improvement score your department again as before. Make a careful record of your

rating on each of the items and compare this with the rating made on the first scoring.

6. Report again to the entire group of workers. Since a number of new workers will probably have been added to your group since the first scoring it will be well to take time to interpret the items of the standard wherever necessary. Let the workers see the results of the two scorings side by side. A good way to do this is by means of a graph with a different colored line to represent each of the scorings. Discuss fully in your workers' conference the results of this second scoring. Out of this should grow a new goal for attainment which may occupy another period of time, at the end of which the process of measurement will be repeated.

INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION

Scoring Manual

For use with
the

Standard
for the
Beginners' Department



THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
203 NORTH WABASH AVENUE, CHICAGO, ILLINOIS

Price, 15 cents per copy, cash with order

Printed in the U. S. A.

Scoring Manual

for use with the

Standard for the Beginners' Department

THIS scoring manual has been prepared for use with the *Standard for the Beginners' Department* of the Church School. The full interpretation of the points is given in the standard pamphlet itself.

A small committee should be made responsible for the work of scoring. Such a committee should plan to spend a liberal amount of time on this work. If possible, the members of the committee should be free on Sunday morning in order to observe the work in the department.

To begin with, the committee should study the entire standard and make its plans for securing the necessary data for scoring. In some cases the facts may be obtained from the records, in some cases by consultation with workers, in some cases by actual observation, and in still other cases by measurement of rooms. Some data can best be obtained when the school is not in session, other data must be secured while the session is going on. The teachers and officers should participate as largely as possible in the scoring, both in helping to determine the standing of the department, and in planning ways of improvement. Such self-rating will stimulate to better work.

Some of the items in the standard can be scored exactly on the basis of facts and figures available. Others require the exercise of judgment on the part of the scorer. Wherever such judgment must be based upon observation of the work which is being done, it is desirable to have several observations made and to take the average of the scores assigned at each observation.

In the case of a few of the items a department can earn either *all* or *none* of the points allowed for such item. In the scoring instructions these are stated thus: "Score 5 or 0." On most of the items, however, a department will receive a proportion of the perfect score, depending on the extent to which it has reached the ideal. These are stated thus: "Score 0 to 5." In scoring such items it is helpful to think of the worst possible department as scoring 0, the best possible department as scoring perfect, and then deciding at which point between these two extremes the department in question would fall.

In following the scoring directions, it will be unavoidable to have some of your scores run into fractions. When these figures are summed up for each of the 16 major items, use the nearest whole numbers as your totals. (Begin with the decimal .5 in changing the totals to the next higher whole numbers.)

In the following directions, the numerical value allowed each main question under each item is indicated. The possible scores are indicated for each secondary question. In most cases the secondary questions, which appear in the standard pamphlet itself but are not repeated here, are so worded as to require no further information for scoring. Wherever necessary, however, instructions have been given on how to score. A summary form appears on the final page of this manual, to which the scores may be transferred after they have been determined.

The 1,000 points were assigned to the four main divisions on the basis of relative importance. The score assigned to each of the four major divisions was distributed among the subdivisions under each. Obviously the greater the number of subdivisions under any one major division, the smaller the score allotted to each such subdivision. Therefore, the score of one subdivision should not be compared with the score of another subdivision.

This standard is scored on the basis of 1,000 points. If it is desired to show the score in percentages, divide your actual score by 10.

I. Curriculum (325)

1. Fellowship (80)

a. *Does a spirit of fellowship pervade the entire session of the department?* (65)

(1) Score 0 to 8.....

(2) Score 0 to 10.....

(3) Score 0 to 8.....

(4) Score 0 to 8.....

(5) Score 0 to 8.....

(6) Score 0 to 10.....

(7) Score 0 to 8.....

(8) Score 0 to 5.....

TOTAL FOR a.....

b. *Is there thoughtful provision for social and recreational life?* (15)

(1) Score 0 to 7.....

(2) Score 0 to 8.....

TOTAL FOR b.....

TOTAL FOR FELLOWSHIP.....

2. *Worship* (85)

a. *Is there adequate time given to worship?* (13)

(1) Score 0 to 3.....

(2) Score 0 to 5.....

(3) Score 0 to 5.....

TOTAL FOR a.....

b. *Is the worship of high quality?* (23)

(1) Score 0 to 4.....

(2) Score 0 to 3.....

(3) Score 0 to 5.....

(4) Score 0 to 3.....

(5) Score 0 to 5.....

Allow one point each for (a), (b),
(c), (d) and (e).

(6) Score 0 to 3.....

TOTAL FOR b.....

c. *Is there whole-hearted participation in the worship experiences?* (20)

(1) Score 0 to 4.....

(2) Score 0 to 5.....

(3) Score 0 to 4.....

(4) Score 0 to 3.....

(5) Score 4 or 0.....

TOTAL FOR c.....

d. *Are the materials of worship graded?* (21)

(1) Score 0 to 5.....

(2) Score 0 to 4.....

(3) Score 0 to 4.....

(4) Score 0 to 4.....

(5) Score 0 to 4.....

TOTAL FOR d.....

e. *Is there opportunity for training in worship?* (8)

(1) Score 0 to 4.....

(2) Score 0 to 2.....

(3) Score 0 to 2.....

TOTAL FOR e.....

TOTAL FOR WORSHIP.....

3. *Service* (80)

a. *Are the children's gifts of personal service and money their own?* (41)

(1) Score 0 to 8.....

(2) Score 0 to 6.....

- (3) Score 0 to 4.....
- (4) Score 0 to 4.....
- (5) Score 0 to 4.....
- (6) Score 0 to 5.....
- (7) Score 0 to 5.....
- (8) Score 0 to 5.....

TOTAL FOR a.....

b. *Are the service activities constructive and worthy?* (27)

- (1) Score 0 to 6.....
- (2) Score 0 to 5.....
- (3) Score 0 to 5.....
- (4) Score 0 to 5.....
- (5) Score 0 to 6.....

TOTAL FOR b.....

c. *Is there a continuous program of service?* (12)

- (1) Score 6 or 0.....
- (2) Score 0 to 6.....

TOTAL FOR c.....

TOTAL FOR SERVICE.....

4. Study (80)

a. *Is the time allowance adequate?* (12)

- (1) Score 0 to 8.....

Allow full credit if length of session apart from other departments is sixty minutes or more. Deduct 2 points for each 5 minutes it falls below 60, allowing no credit for less than 40 minutes.

- (2) Score 0 to 4.....

TOTAL FOR a.....

b. *Are the materials graded and adapted to the group?* (34)

- (1) Score 0 to 6.....
- (2) Score 0 to 9.....
- (3) Score 0 to 8.....
- (4) Score 0 to 7.....
- (5) Score 0 to 4.....

TOTAL FOR b.....

c. *Is the work of the department purposeful?* (34)

- (1) Score 0 to 10.....
- (2) Score 0 to 9.....
- (3) Score 0 to 7.....
- (4) Score 0 to 8.....

TOTAL FOR c.....

TOTAL FOR STUDY.....

II. Leadership (285)

The chart at the center of this booklet has been prepared for convenience in scoring the department's leadership. The score of each worker must be determined on the basis of the perfect scores shown in the first column of the chart, and then the average for the department determined. It will be noted that the columns are numbered. This will make it convenient to assign a number to each worker, thus making it impossible for the casual observer to tell which column covers the score of a particular worker. If a department has more workers than the number of columns in the chart, this can easily be expanded by pasting on a plain piece of paper, or the right-hand section of the chart from another scoring booklet.

Some competent, impartial person or committee should score the workers on this chart. It will probably not be practical to ask all the workers to hand in their own scores since they will not want to show their ratings on some of the questions. There is great value, however, in self-rating on the part of workers. Such self-examination should be an incentive to improvement. Departments desiring to have their workers make a rating of themselves may secure separate rating charts based upon the leadership section of *Standard A for the Sunday Church School* at 15c per dozen. This rating chart has been prepared with the general school in mind rather than one particular department, but includes most of the items given in the *Standard for the Beginners' Department*.

With but few exceptions, the questions in the standard indicate clearly how the scoring is to be done. The following notes will cover the questions on which further guidance will be needed:

- 6a (1) Allow $1\frac{1}{2}$ points credit for each unit in the leadership curriculum or the equivalent thereof which the worker has completed up to a total of 12. Reserve the additional two points for special work in religious education, such as courses in college, professional or graduate schools.
- 6a (2) Allow 7 points for one unit of credit; 15 points for 2 or more units of credit, and score 0 to 10 on the remainder of this question. If the leader already holds a Standard Leadership Training diploma, score 0 to 25 on the latter part of this question.
- 6a (3) Allow full credit for one or more years of practice teaching; no credit for less than one-half year.

Scoring Sheet for

5. <i>Personal Qualities</i>		PERFECT SCORE	1
<i>a. Effective Personality</i>			
(1)	Regularity and promptness	25	
(2)	Love for children	25	
(3)	Courteousness	20	
(4)	Unprejudiced attitude	20	
TOTAL FOR <i>a</i>		90	
<i>b. Religious Life</i>			
(1)	Prayers with the children	25	
(2)	Sensing readiness to worship	25	
(3)	Participation in worship services	25	
TOTAL FOR <i>b</i>		75	
TOTAL FOR PERSONAL QUALITIES		165	
6. <i>Training and Experience</i>			
<i>a. Continuous training</i>			
(1)	Training in religious education	20	
(2)	Improvement of teaching technique	25	
(3)	Practice teaching	20	
(4)	Careful preparation	15	
(5)	Adaptability and resourcefulness	15	
TOTAL FOR <i>a</i>		95	
<i>b. Ability of self-criticism</i>			
(1)	Objective attitude toward work	25	
TOTAL FOR TRAINING AND EXPERIENCE		120	
Grand Total Score for Leadership		285	

Part II—Leadership

[illegible]

III. Organization and Administration (245)

7. Unity of Program (50)

a. *Does the beginners' department have a unified program? (50)*

(1) Score 16 or 0.....

(2) Score 0 to 17.....

(3) Score 17 or 0.....

TOTAL FOR UNITY OF PROGRAM.....

8. Staff of Workers (35)

a. *Does the church school make provision for the selection and training of an adequate staff of workers for the beginners' department? (18)*

(1) Score 3 or 0.....

(2) Score 0 to 4.....

(3) Score 2 or 0.....

(4) Score 0 to 3.....

(5) Score 0 to 3.....

(6) Score 0 to 3.....

Allow full credit if the number of helpers approximates one to 8 or 10 children; allow 2 points if there is one for approximately 15 children; allow 1 point if there is one helper to 20 children.

TOTAL FOR a.....

b. *Are the members of the staff officially appointed? (8)*

(1) Score 3 or 0.....

(2) Score 2 or 0.....

(3) Score 3 or 0.....

TOTAL FOR b.....

c. *Is there provision for training? (9)*

(1) Score 0 to 4.....

(2) Score 0 to 3.....

(3) Score 2 or 0.....

TOTAL FOR c.....

TOTAL FOR STAFF OF WORKERS.....

9. Supervision of Workers (50)

a. *Is there adequate supervision and provision for growth? (32)*

(1) Score 0 to 8.....

(2) Score 0 to 8.....

Allow credit only if at least one conference is held each quarter.

(3) Score 0 to 8.....

(4) Score 0 to 8.....

TOTAL FOR a.....

b. *Is there opportunity for observation? (18)*

(1) Score 0 to 7.....

(2) Score 0 to 7.....

(3) Score 0 to 4.....

TOTAL FOR b.....

TOTAL FOR SUPERVISION OF WORKERS.....

10. Constituency (50)

a. *Does the beginners' department know the constituency for which it must provide? (11)*

(1) Score 4 or 0.....

(2) Score 3 or 0.....

(3) Score 4 or 0.....

TOTAL FOR a.....

b. *Is there a definite plan of grouping and promotion? (13)*

(1) Score 4 or 0.....

(2) Score 0 to 3.....

(3) Score 3 or 0.....

(4) Score 3 or 0.....

TOTAL FOR b.....

c. *Is there pupil participation in the program? (17)*

(1) Score 0 to 3.....

(2) Score 0 to 3.....

(3) Score 0 to 3.....

(4) Score 0 to 2.....

(5) Score 0 to 3.....

(6) Score 0 to 3.....

TOTAL FOR c.....

d. *Do the pupils attend regularly and punctually?* (9)

(1) Score 0 to 5.....

Allow two points credit if the average attendance is 75% to 80%; four points if it is 80% to 90%; and five points if it is 90% to 100%.

(2) Score 0 to 4.....

Allow one point credit if the percentage arriving on time is 80 to 85; two points if it is 85 to 90; three points if it is 90 to 95; four points if it is 95 to 100.

TOTAL FOR d.....

TOTAL FOR CONSTITUENCY.....

11. *Records and Reports* (25)

a. *Is the record system adequate?* (17)

(1) Score 0 to 3.....

(2) Score 0 to 3.....

(3) Score 2 or 0.....

(4) Score 0 to 2.....

(5) Score 2 or 0.....

(6) Score 2 or 0.....

(7) Score 0 to 3.....

TOTAL FOR a.....

b. *Are useful reports made?* (8)

(1) Score 0 to 3.....

(2) Score 0 to 3.....

(3) Score 0 to 2.....

TOTAL FOR b.....

TOTAL FOR RECORDS AND REPORTS.....

12. *Outside Relationships* (35)

a. *Does the beginners' department recognize its relationships to the home?* (19)

(1) Score 3 or 0.....

(2) Score 0 to 3.....

Base score on the proportion of homes so visited.

(3) Score 0 to 3.....

(4) Score 0 to 2.....

(5) Score 2 or 0.....

(6) Score 0 to 3.....

(7) Score 0 to 3.....

TOTAL FOR a.....

b. *Does the beginners' department recognize its relationship to the church? (9)*

(1) Score 2 or 0.....

(2) Score 0 to 2.....

(3) Score 1 or 0.....

An item in the budget for religious education, in which the beginners' department shares, will meet this requirement.

(4) Score 0 to 4.....

TOTAL FOR b.....

c. *Does the beginners' department recognize its relationship to other agencies? (7)*

(1) Score 0 to 2.....

(2) Score 0 to 2.....

(3) Score 0 to 3.....

TOTAL FOR c.....

TOTAL FOR OUTSIDE RELATIONSHIPS.....

IV. Housing and Equipment (145)

13. Rooms (40)

a. *Is the beginners' department adequately housed? (23)*

(1) Score 8 or 0.....

(2) Score 0 to 5.....

(3) Score 5 or 0.....

(4) Score 0 to 5.....

TOTAL FOR a.....

b. *Is the beginners' department properly located? (17)*

(1) Score 0 to 7.....

(2) Score 0 to 5.....

(3) Score 0 to 5.....

TOTAL FOR b.....

TOTAL FOR ROOMS.....

14. Equipment (35)

a. *Is the beginners' department adequately equipped? (35)*

(1) Score 0 to 8.....

(2) Score 0 to 7.....

(3) Score 0 to 20 as follows:

- (a) Score 0 to 4.....
- (b) Score 0 to 3.....
- (c) Score 1 or 0.....
- (d) Score 2 or 0.....
- (e) Score 2 or 0.....
- (f) Score 0 to 2.....
- (g) Score 0 to 2.....
- (h) Score 0 to 3.....

Base score on tone quality and attractiveness.

- (i) Score 0 to 1.....

TOTAL FOR EQUIPMENT.....

15. *Literature and Supplies* (40)

a. *Are adequate literature and supplies provided?* (40)

- (1) Score 0 to 10.....

Allow full credit for \$1.50 or more; reduce credit by one point for each 5c below this amount. Allow no credit for less than \$1.00.

- (2) Score 0 to 15.....

Base score upon the percentage of pupils properly supplied.

- (3) Score 0 to 15.....

TOTAL FOR LITERATURE AND SUPPLIES.....

16. *Service and Upkeep* (30)

a. *Is there adequate janitor service?* (18)

- (1) Score 0 to 5.....

- (2) Score 0 to 5.....

- (3) Score 0 to 5.....

- (4) Score 0 to 3.....

TOTAL FOR a.....

b. *Is the department kept in good repair?* (12)

- (1) Score 0 to 4.....

- (2) Score 4 or 0.....

- (3) Score 0 to 4.....

TOTAL FOR b.....

TOTAL FOR SERVICE AND UPKEEP.....

Grand Total Department Score.....

Percentage Standing of Department (Divide
Total by 10).....

Summary

	Perfect Score	Department Score	Total
I. Curriculum			
1. Fellowship	80	—	
2. Worship	85	—	
3. Service	80	—	
4. Study	80	—	
TOTAL FOR CURRICULUM.....	325		—
II. Leadership			
5. Personal Qualities.....	165	—	
6. Training and Experience.....	120	—	
TOTAL FOR LEADERSHIP.....	285		—
III. Organization and Administration			
7. Unity of Program.....	50	—	
8. Staff of Workers.....	35	—	
9. Supervision of Workers.....	50	—	
10. Constituency	50	—	
11. Records and Reports.....	25	—	
12. Outside Relationships.....	35	—	
TOTAL FOR ORGANIZATION AND ADMINISTRATION	245		—
IV. Housing and Equipment			
13. Rooms	40	—	
14. Equipment	35	—	
15. Literature and Supplies.....	40	—	
16. Service and Upkeep.....	30	—	
TOTAL FOR HOUSING EQUIPMENT.....	145		—
Grand Total	1000		—
Per Cent	100		—

INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION

Standard
for the
Primary Department



THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
203 NORTH WABASH AVENUE, CHICAGO, ILLINOIS

INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION

Standard
for the
Primary Department

Approved, February 1929, by
The International Council of Religious Education
203 N. Wabash Avenue, Chicago, Illinois

Price 20 cents

THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
203 NORTH WABASH AVENUE, CHICAGO, ILLINOIS

INTERNATIONAL STANDARDS IN RELIGIOUS EDUCATION

GENERAL STANDARDS

The Educational Work of the Church (in preparation)
Standard A for the Sunday Church School
Standard B for the Sunday Church School
Standard for the Vacation Church School
Standard for the Weekday Church School

DEPARTMENTAL AND DIVISIONAL STANDARDS

Standard for the Beginners' Department
Standard for the Primary Department
Standard for the Junior Department
Standard for the Intermediate, Senior, and Young People's Departments, or Combinations of Departments, in the Young People's Division of the Sunday Church School
Standard for Adult Religious Education in the Church

Copyright, 1929, by

The International Council of Religious Education

Printed in U. S. A.

Standard for the Primary Department

PURPOSE OF THIS STANDARD

THE purpose of this standard is to help leaders in the primary department to examine their own work in order to improve it. This purpose is accomplished in two ways:

First, through indicating the important things to stress in a good primary department. Certain items have been selected for this standard because of their importance. Each of these items is described so as to give a clear idea of what is meant by it and why it is important. This is followed by some suggestions on how to attain it. Thus, in brief scope, a comprehensive picture is given for a program of religious education for the primary department.

Second, through a plan for scoring each of the items in this standard. This makes it possible to measure the extent to which a school reaches the ideal. The total perfect score is 1,000 points. The number of points assigned to each item in the standard indicates approximately its relative importance. A department may score anywhere from 0 to 1,000 points. If it is desired to show this score in terms of per cent, this can easily be done by dividing it by 10. In the outline on page 6, the amount of credit allotted to each item is shown. The complete scoring directions are given in a separate scoring pamphlet.

USING THIS STANDARD

The chief value of this standard lies in enabling workers in the primary department to visualize their own needs and in challenging them to better work. In order fully to serve its purpose, it is necessary that all the workers be familiar with it and evaluate their own work by it.

The standard has purposely been so constructed that few, if any, primary departments will score 1,000 points. Some will rate high on one item and some on another. It should challenge every department to improvement, without encouraging any to feel that it has arrived at the ultimate point of perfection. The test of its value lies in how much it stimulates

schools to better work. The standard is not intended for comparing one primary department with another. If it is to be used for comparison, this should be done only under the guidance of an impartial expert scorer. Full directions for the use of this standard are given in the appendix on page 27.

WHAT IS THE CHURCH SCHOOL?

The term "church school" is used to designate that organization through which the entire educational program of the church is administered. The church school may carry out its complete program through various units of organization such as the Sunday church school, weekday church school, missionary societies, young people's and other societies and clubs. In a church school which has a thoroughly integrated program these units of organization will provide a cumulative experience which preserves an essential unity in the life of the pupil. The term "Sunday church school" is used to designate the organization which commonly meets on Sunday morning for worship and study, or what is more generally known as the Sunday school.

A SYSTEM OF STANDARDS

This standard is one of a system of standards for religious education in the church. There is one comprehensive standard for the entire educational program of the church, entitled *The Educational Work of the Church*. This is now being prepared and will probably be available in the spring of 1930. Sometimes this entire educational program is spoken of under the general name *church school*. This program normally is divided into various agencies, such as the Sunday church school, with its departments, the vacation church school, and the weekday church school. Standards are provided for each of these phases of the program, related to the comprehensive standard for the educational program. The standard at present before us is designated *Standard for the Primary Department*.

This standard has been made to apply primarily to the Sunday morning session of the primary department. In a church where the primary department of the Sunday church school is but one of several agencies carrying joint responsibility for a unified program of religious education for primary pupils, it should cooperate with these other agencies in order to avoid

overlapping and duplication. Throughout this standard the primary department should be regarded as meeting the requirements on any given item if it definitely cooperates with other educational agencies of the church, and discharges its share of the responsibility covered by that particular item. This relationship can best be maintained through the use of *The Educational Work of the Church*.

THE OBJECTIVES OF RELIGIOUS EDUCATION

The final test of the school of religious education is the extent to which it leads pupils in learning to live the Christian life. This life-centered objective should be kept constantly in mind in evaluating the work of the primary department. The fundamental questions on which such evaluation should be based are these:

1. Does it lead the pupil into a personal relationship with God?
2. Does it develop in the pupil a growing appreciation of Jesus as Friend, Teacher, and Helper?
3. Does it lead to a progressive development of character in harmony with the ideals of Jesus?
4. Does it lead into enthusiastic and intelligent participation in the building of a Christian community and world?
5. Does it develop the desire to have a part in the life and work of the church?
6. Does it develop a Christian interpretation of life in such a way that the pupil comes to understand the plan of a loving Father for the world and his part in the carrying out of this plan?
7. Does it provide for an increasing knowledge, understanding, and love of the Bible, and an intelligent appreciation of other records of Christian experience?

These questions must constantly be before the leaders of the educational work in the church. Success can be rated only in terms of the ability to give an affirmative answer to one or more of them. If we had perfect measuring sticks whereby we could ascertain the extent to which these ideals have been attained, we would not need to go further in this standard. We do not, however, have such measures of spiritual attain-

ment. Only very gradually are such instruments of measurement emerging.

We must therefore move beyond the statement of desired product to that of the *conditions* under which this product will most likely be attained. Here we can be more specific in our requirements and more mechanical in our measurement. Even here we must bear in mind that the only purpose for setting up ideal conditions is that the best product may be attained. The items which will be presented in the remainder of this standard are *means*, not ends in themselves.

THE MEANS FOR ACHIEVING THE OBJECTIVES

The following outline will give a bird's-eye view of the scope of this standard. The figures following each item indicate the portion of the total 1,000 points to be allotted to it.

- I. *Curriculum* (325)
 - 1. Fellowship (80)
 - 2. Worship (85)
 - 3. Service (80)
 - 4. Study (80)
- II. *Leadership* (285)
 - 5. Personal Qualities (165)
 - 6. Training and Experience (120)
- III. *Organization and Administration* (245)
 - 7. Unity of Program (50)
 - 8. Staff of Workers (35)
 - 9. Supervision of Workers (50)
 - 10. Constituency (50)
 - 11. Records and Reports (25)
 - 12. Outside Relationships (35)
- IV. *Housing and Equipment* (145)
 - 13. Rooms (40)
 - 14. Equipment (35)
 - 15. Literature and Supplies (40)
 - 16. Service and Upkeep (30)

In the following pages there will be presented in detail the description of the various items in this standard together with questions which will indicate what is required to attain them.

NOTE.—This standard makes no definite provision for scoring all points on organization and equipment in situations where a recent development

in informal teaching procedure obtains. This procedure demands a change in building equipment and organization.

While the development has not yet reached a stage for scoring, a forward looking standard recognizes and commends this newer type of organization to departments where highly trained leadership and adequate building facilities for this informal type of teaching prevail.

Briefly stated, the informal type of teaching demands that a group of from fifteen to twenty children be guided by an adult leader in all activities. A room providing 15 square feet per capita floor space should be available.

In very small departments the six-, seven-, and eight-year-old children are taught in one room, as a unit, dividing at times into flexible groups for certain activities. In large departments there should be three large rooms, one for the six-year-olds, one for the seven-year-olds, and one for the eight-year-olds. In *very* large departments there will be the necessity for more rooms, in order that each group shall not exceed twenty-five children.

Departments desiring information regarding this method of procedure should write to denominational headquarters.

I. Curriculum

Since we learn to live by living, that primary department will be most successful which gives the children the fullest opportunity to live together as children of the Heavenly Father, in happy work, study, play, and worship. The curriculum of the primary department includes, therefore, all of the activities of the department through which the children learn to live the Christian life. For convenience, they may be grouped under the topics: fellowship, worship, service, study; but the leader will recognize always that such topics are not hard and fast lines of division in her program.

1. Fellowship

a. *Does fellowship pervade the entire session of the department?* Fellowship or friendly companionship among the adults and the children should characterize the entire session of a primary department. Realizing that a child learns from his surroundings, his associations, and his observation of others as well as from the "lessons" being taught, the leaders will give careful thought to the atmosphere created by the attitudes of the adults as well as of the children.

- (1) Do the children like to come to Sunday school?
- (2) Are the relations between pupils and teachers friendly and happy?
- (3) Is there opportunity in the department program for friendly conversation, reports, sharing of songs, dramatizations, and so on?
- (4) Is there provision for the courteous greeting of guests, new pupils, and children returned after absences?
- (5) Is recognition given to important events in the life of the children, such as birthdays, the arrival of a baby, special school and home experiences?
- (6) Is there harmonious working together among the adults in the department?
- (7) Is there recognition of special contributions of groups and individuals to the work or worship of the department?
- (8) Is the spirit of fellowship preserved by discouraging schemes for pupil rivalry, exciting contests, and other activities which make for division?

b. *Is there thoughtful provision for social and recreational life?* Children who have abundant social and recreational activities provided in their own homes have need only of a very simple program in connection with the church school. Children in poorly favored communities have need of a very full and varied through-the-week program.

- (1) Is there provision for happy play experiences?
- (2) Is the recreational program of your department adequate in light of the needs of your community?

2. *Worship*

In the worship of a primary department the child is led to a consciousness of his relationship to his Heavenly Father. Worship may occur at any time when a group meets together. The atmosphere pervading all sessions of the department should be such that worship is natural and frequent, and alert teachers will be quick to recognize and make the most of opportunities which arise. There will be, however, a time set apart for a specific departmental worship service as distinct from all other activities.

a. *Is there adequate time for worship?* There can be no specific time requirement for the informal worship which is a part of all the activities of a primary department which has an adequate program. But to insure specific attention to this essential element in the total program, some definite requirements are made.

- (1) Is there an opportunity in the session for a primary worship service of from ten to fifteen minutes?
- (2) Is this period kept free for worship only?

b. *Is there a high quality of worship?* Worship of a high quality comes as a result of many conditions. One of the fundamental factors is a desire to worship leading to a spontaneous expression of feelings of worship. Such desire grows out of a sense of belonging, of contented companionship with adults and fellow pupils, and of happy participation in all the work of the department. The materials selected for use in the worship service must express the child's own feelings and as-

pirations, and give a true conception of the character and purpose of God. Only such songs, poetry, and stories should be used as are worthy to follow the stately beauty of a scriptural call to worship, such as:

"It is a good thing to give thanks unto the Lord and to sing praises unto thy name, O Most High."

- (1) Are the activities of the department so conducted that they result in a conscious working with God and in worship experiences?
- (2) Does the program of worship show preparation on the part of the leader?
- (3) Do the songs measure up to the following standard:
(a) Are the verses good poetry? (b) Is the tune good music? (c) Is the thought content worthy of a place in religious education?
- (4) Do the prayers, songs, and comments of the leader give a sense of God's greatness, love, nearness, and readiness to help?
- (5) Are the materials, which represent God as vengeful, warlike, spying, partial, afar off, capricious, carefully debarred?
- (6) Is the service built around one theme, focusing the attention of the group on one thought so that the children receive a unified impression?
- (7) Is there provision for the dedication of the offering to the purpose for which it is to be used?
- (8) Is there opportunity for quiet listening and meditation?
- (9) Is the service free from interruptions caused by entrance of late pupils, visitors, or secretaries; counting the offering; marking attendance; passing papers; getting out equipment; signal bells; whispering of adults; or playing with money?
- (10) Is this service free from drill, announcements, exhortation to louder singing, encouragement to bring new pupils, and so on?

c. *Is there whole-hearted participation in the service?* Children must participate if they are to have a worship experience. Such participation must be whole-hearted, happy, and free. It comes when the child is happy in the group, when the materials

of worship are close to his experience, and the service is natural and normal.

- (1) Is there opportunity in the service to make use of contributions of the pupils such as original songs, prayers, suggestions, decorations, etc.?
- (2) Is the arrangement of the items in the service such as makes possible at each step the most whole-hearted participation of the pupils?
- (3) Do the pupils take part joyfully in the worship service?

d. *Are the materials of worship graded?* It is impossible for the child to worship if he cannot understand the songs, prayers, or verses that are used in the service, or if the materials used are far from his experience.

- (1) Is the theme of the worship service one that the pupil can understand and appreciate?
- (2) Is the Scripture material used understood by the pupils, familiar to them, and related to their experiences?
- (3) Do the prayers grow out of the experiences of the pupils, express their needs, desires, and aspirations?
- (4) Do the songs express the normal needs and aspirations of primary children?
- (5) If a story is used does it come well within primary experience?

e. *Is there provision for training in worship?* Participation in worship is possible only when the pupils are familiar with the songs, prayers, and Scripture used. But practicing on songs, or learning verses should not take place in the worship service. Time, therefore, must be provided in the departmental program for the development of new materials.

- (1) Is there time in the departmental session apart from the worship service for the learning of new songs and Scripture materials?
- (2) Is care taken to make the learning process pleasant by the use of stories, pictures, and variety of method?
- (3) Is the song or Scripture passage to be learned presented as a whole in such fashion that the pupils thoroughly enjoy it before they memorize it?
- (4) Are new songs introduced to meet personal and seasonal needs of the children?

3. Service

Religious education is concerned that the everyday activities of a child be motivated by love for God and love for his fellowmen. It recognizes, therefore, that opportunity for practice in unselfish living must be provided in order that Christian habits be formed.

To this end advantage is taken of the special days and seasons which have religious significance and which are of particular interest to the child. Opportunities for helpful service, however, will not be confined to these special seasons, but will be recognized in the daily experiences of the children, and made the basis of fruitful work and study.

a. *Are the children's gifts of service and money their own?* Primary children do not, as a rule, have much money to give. It is not essential that they give largely, but that what is given be the child's own gift, planned by him; that is, be properly motivated so that he gives gladly and intelligently. Money gifts are necessary but should not outweigh opportunities for helpful service which grow out of a desire to meet a clearly understood need.

- (1) Is opportunity provided for the children's consideration of needs of others and for their planning and carrying through means to meet these needs through offerings, gifts, and personal service?
- (2) Are the children motivated in their giving by the thought that they are working with God?
- (3) Do the children know how their gifts were used?
- (4) Is each experience in sharing made such a happy one that a repetition is desired?
- (5) Does the offering represent the willing earning or saving on the part of the pupils?
- (6) Does each member of the department "give as he is able," that is, in proportion to his other self-selected expenditures?

b. *Do the pupils help to plan their service activities?* In order that children may be whole-hearted givers of money, gifts, or service, it is necessary that they have some part in selecting the cause or planning the service. The teacher's di-

rection is needed, but should consist in giving information and guidance.

- (1) Do the pupils know and feel an interest in the causes for which their offerings are used?
- (2) Do most of the children participate joyfully in planning and working to meet the needs of others?

c. *Are the service activities constructive and worthy?* The Christian service program, even for little children, may be broad in scope because it reaches out to various interests, and constructive because it shares in high and worthy causes selected after careful thought on the part of teachers and children.

- (1) Are possible service activities brought to the attention of the children only after careful thought on the part of the leaders?
- (2) Are cooperation in the work and worship of the department, and in caring for the church property made avenues of service?
- (3) Are emergency situations such as national or community disasters, or a special building program of the church, made opportunities for sharing and for actual service?
- (4) Do the children share in such of the missionary and benevolent activities of the church as they can understand?
- (5) Does participation in these projects result in a keener appreciation by the pupils of the work and contribution of others, and never in a feeling of superiority and condescension?

d. *Are the service projects continuous?* Service projects should be a regular part of the departmental program, rather than spasmodic occurrences. They should be simple so that the children can have a major share in working them out; they should not be too prolonged for children lose interest in any project that covers too long a period of time. Everyone should be carried to completion by the pupils.

- (1) Are service projects made a regular part of the department activities, rather than spasmodic occurrences?

- (2) Are projects undertaken carried through to satisfactory completion, even though this involves additional meetings of the group?

4. *Study*

The term "study" as it refers to the work of the primary department includes all of the learning activities, such as dramatization, investigation, excursions, story-telling, hand-work connected with the working out of problems, memorization, etc.

a. *Is the time allowance adequate?* The periods included under "study" are the class periods as well as the periods of specific instruction which occur in the departmental session.

- (1) Does the departmental program allow at least thirty minutes for purposes of "study"?

b. *Are the materials graded and adapted to the group?* Only as the materials are within the capacities of the children, and the teaching very close to the child's life experiences can the desired character changes be effected.

- (1) Are the teaching materials used in the department, units of a graded course, and adapted to the needs of the group?
- (2) Are the experiences of the pupils made the basis of teaching?
- (3) Are problem situations which arise in class or department and fruitful experiences of the week which are recalled used as opportunities for teaching the Christian way of behavior?
- (4) Do the teachers know their pupils through visiting them in home, school, or on the playground?
- (5) Do the teachers use additional books to enrich or supplement the official course?

c. *Is there a purposeful approach to work?*

- (1) Is the teacher successful in keeping the children mentally alert and actively participating throughout the class session?
- (2) Does each class teacher know the aims and programs of the other classes of the department?

- (3) Is there opportunity for learning through exchange of courtesies or sharing experiences with the classes of the department, with other departments of the church, or with other groups outside the church?
- (4) Are open-mindedness and tolerance fostered through recognition of the viewpoint of others?

II. Leadership

5. *Personal Qualities*

a. *Has the teacher natural ability and attractiveness of personality?* To help a child to the joy of working with God, the teacher's own joy in so working should be evident. Children are quick to note and catch that devotion which makes their leader prompt, faithful, and full of happy suggestions for the group activities. They are as quick to catch an attitude of indifference as evidenced in irregularity and lack of preparation.

The more winsome a personality the teacher has, the more she will command the children's love, and the more resultant influence she will have upon them. "Liking the teacher" is one of the conditions of learning. Each teacher should be scored individually and the scores averaged.

- (1) Does the teacher show by her regularity and promptness in attendance that she considers the meeting with her class important?
- (2) Is her love for children and for her work evident in her ability to win the children's friendship?
- (3) Is she invariably courteous and self-controlled?
- (4) Is her personality pleasing? Is she neat and tasteful in dress, attractive in voice and manner?
- (5) Is she unprejudiced toward people of other races and religions?

b. *Is the teacher's religious life of such a nature as to train a child religiously?* To lead a child to God, a teacher must know the way herself. The richer her own experience in Christian living and fellowship with God the richer she can make the religious experience of her pupils.

- (1) Do her own prayers with the children make dependence upon God and communion with him natural and desirable?

- (2) Is she able to sense a situation in which children are ready to worship?
- (3) Does she participate whole-heartedly with the children in the department worship service?

6. *Training and Experience*

a. *Is the teacher trained and is her training being continued?* The more definite training a teacher has had for her specific task of teaching, the more effective she should be. A knowledge of the needs, activities, interests, characteristics of the pupils; of the principles, materials, and methods of teaching; and of the Christian message is involved. To be effective the training in these essential fields must be coupled with actual experience in teaching. As she continues to study and develop the power of self-criticism, she will grow in skill and power.

- (1) Has the teacher taken training in religious education?

NOTE.—The normal requirement is the completion of the twelve units of the Standard Leadership Training Curriculum or the equivalent thereof, each unit requiring the successful completion of a course involving ten or twelve class periods of fifty minutes each and a corresponding amount of time spent in preparation.

- (2) Does she seek to improve her teaching technique by receiving at least two units of credit in the Standard Leadership Training Curriculum each year (if not already holding a diploma), by attending conventions, by reading articles in current magazines, and by reading new books in the field of religious education?
- (3) Has she had at least a year of practice teaching under competent supervision?
- (4) Does her class work show evidence of careful preparation?
- (5) Is she adaptable and resourceful, and able to make changes in her program as need arises?

b. *Has she the ability of self-criticism?*

- (1) Does she maintain a sufficiently objective attitude toward her class sessions to evaluate them honestly, and find the cause of failures or successes?

III. *Organization and Administration*

The primary department of the church school, in cooperation with other educational institutions, has responsibility for the complete Christian education of its entire constituency. In order to make sure that its equipment, leaders, and program

are used in the manner most likely to help its pupils learn to live the Christian life, there must be a definite and effective plan for the organization and administration of the school.

7. *Unity of Program*

a. *Does the primary department have a unified program?* The first step in making an effective plan for the organization and administration of the department is to consider the work being done by each of the educational agencies in the local church which touch primary children, and the second, to build for the group a unified program. Duplication of effort on the part of organizations is wasteful.

- (1) Is the primary department working under a committee on religious education for the local church?
- (2) Is the primary department program definitely related to the other phases of work being carried on in the church?
- (3) Is provision made in the budget of the church school for financing the work of the primary department?

8. *Staff of Workers*

To carry out its program the primary department must have a staff of adult leaders who are willing and able to work with children.

a. *Is there an adequate staff of workers for the primary department?* The number and duties of these leaders are determined by the needs of the school and the tasks which must be done.

- (1) Is there a principal or superintendent of the primary department?
- (2) Does she supervise and unify the work of the department?
- (3) Is there a secretary who keeps all of the departmental records?
- (4) Is there a pianist who cooperates with the superintendent in making music a vital factor in the departmental program?
- (5) Does she play accurately, sympathetically, and without "jazzing" the music?
- (6) Is there a teacher for each class group of eight or ten children?

NOTE.—Where there are adequate classrooms and trained, experienced teachers, larger classes may be formed. (See note on page 6.)

b. *Are the leaders appointed officially?* "Just anybody" cannot do successful work in a primary department. The leaders must be selected with care and made responsible to the church.

- (1) Are the officers and teachers of the primary department appointed by the responsible board or committee of the church?
- (2) Are they re-appointed annually?
- (3) Are they installed in their positions in such manner as to impress upon them their responsibility and give them recognition before the church constituency?

c. *Is there provision for training?* To have an adequate staff the church school must provide means for training its primary workers.

- (1) Are there available to the primary department leaders, local training classes, community schools, or are scholarships at summer schools provided?
- (2) Is there a workers' council of the church school at which the primary leaders report their work, and hear of the work of the school as a whole?

9. *Supervision of Workers*

a. *Is there adequate supervision and provision for growth?* A growing teacher needs constant help and guidance. A supervisor through visits to the session, study of the class situation, and subsequent conferences can help the teacher to recognize the strong and the weak points in her teaching and to diagnose the class situation; refer her to supplementary materials; and offer other practical suggestions.

- (1) Is there a system of supervision in the department which aims to interest your teachers in self-improvement and give encouragement and guidance?
- (2) Is there provision for regular conferences of teachers and officers to discuss departmental and individual problems and to plan activities?
- (3) Are all the teachers thoroughly familiar with the aims of the church school, and do they share in the responsibility of planning the yearly or monthly program for the school and department?
- (4) Are initiative and original thinking on the part of the teachers encouraged?

b. *Is there opportunity for observation?*

- (1) Is provision made in the department for the teachers' occasional visits to other departments?
- (2) Do the teachers visit the primary departments of the community to observe method?
- (3) Are reports from these visits made to the departmental staff?

10. *Constituency*

The total program of the church school is planned and administered for the religious nurture of the boys and girls for whom it is responsible. It cannot help those whom it does not reach.

a. *Does the primary department know the constituency for which it must provide?* The first step is to know the constituency for which it is responsible.

- (1) Does the primary department have an accurate list of the names of all children of primary age whose parents are members of the local church?
- (2) Has it secured during the year through a survey or in some other way a list of children in the community of primary age who have no church relationships?
- (3) Is there a definite continuous plan in operation for securing the enrolment of the children thus discovered? [See I, 1, a (8)]

b. *Does the primary department have an adequate plan of grouping and promotion?* Members of the department should be graded on the basis of their development and spiritual needs. Some schools follow the calendar age exclusively; others follow school grade exclusively. Neither is wholly desirable. Careful consideration should be given to the pupil's physical maturity, school grade, religious development, and social grouping. In individual cases where grouping presents a problem, the ultimate decision should be such as to place the child where he can be at ease and where he can enjoy attacking new problems with sufficient familiarity to be within his comprehension. Some person should have responsibility for continuous study of the grading of the department. Provision

should be made for promotion based upon development and progress at regular intervals, at least once a year.

- (1) Is there a primary department in the church school made up of children in approximately the first, second, and third grades, or 6, 7, and 8 years of age?
- (2) Are these pupils divided into classes of children in approximately the first, second, and third grades, or 6, 7, and 8 years of age, respectively?
- (3) Are individual cases in which grouping presents a problem given careful consideration?
- (4) Is provision made for regular promotion at least once a year?
- (5) Is there a definite basis for promotion which takes account of the pupils' progress and development?

c. *Do the pupils participate in the program?* The program of the primary department should not be a performance staged for the benefit of an audience, but should be participated in heartily by all. Leaders should endeavor to lead the pupils in genuinely social participation in the work and worship of the department.

- (1) Do the pupils share in the planning of service activities?
- (2) Do they have a voice in the use made of the offering?
- (3) Do they suggest activities for the department and share in these activities?
- (4) Do they help to prepare the room for the session?
- (5) Do they learn and use the materials of worship?
- (6) Do they contribute songs, prayers, and gifts to help make the program?

d. *Do the pupils attend regularly and punctually?*

- (1) Is the average attendance 75% to 100% of the average number belonging to the department?¹
- (2) Do at least 80% of the pupils attending arrive at the opening of the school?

¹First find the *average attendance*. This is done by adding the attendance figures (exclusive of visitors) on all the sessions of the school year and dividing this sum by the number of sessions held. Now divide the average attendance by the *average number of pupils* belonging to the department during the school year, and you will have the answer to question (1) in terms of *per cent of attendance*.

11. *Records and Reports*

a. *Does the department have an adequate system of records and reports?* In order to be able to evaluate and check up on its work and to indicate to the committee on religious education its progress and its needs, the primary department must have usable records and make careful, easily interpreted reports.

- (1) Does the primary department have a system of records showing at least the name, parents' names, address, age, school grade, and attendance record of each pupil?
- (2) Are these records regularly and accurately kept by an officer designated for the purpose?
- (3) Is it simple and easy for workers in the department to get needed facts from the keeper of these records?
- (4) Are records kept from year to year showing the pupil's progress?
- (5) Are absentees promptly followed up?
- (6) Are the records revised at least once a year?
- (7) Are names dropped only after definite efforts have been made to ascertain the reason for the pupils' leaving the department?
- (8) Are the records used by the officers of the department to improve the condition within the department?
- (9) Is the condition of the department, and its achievements reported to the workers' council of the church school at least once a quarter?
- (10) Are definite recommendations made regarding needs?

12. *Outside Relationships*

The aim of the entire program of the primary department is to develop Christian living, and if the work of the department is to progress satisfactorily toward that goal, a unified educational program is essential. Within the local church the program of religious education for primary children should conserve all the valuable features offered by various organizations, but it should see to it that they reach the child as parts of a whole, not as unrelated units. Without the church are important agencies which contribute largely to the education of

the child. The program of religious education cannot fail to take account of these agencies and work with them.

a. *Does the primary department recognize its relationship to the home?* The home has had the primary child for a longer period of his life than has any other agency. He is still dependent upon it and subject to its authority. The character of the home is the largest single influence in the life of a primary child; and home experiences offer the greatest opportunity for learning to live the Christian life. The primary department must, therefore, work in closest cooperation with the home.

- (1) Is there a definite program of cooperation between the primary department and the home, such as a parent-teacher association, mothers' club, and so on?
- (2) Do the teachers know through personal visits at least once a year the home surroundings of their pupils?
- (3) Are problems of behavior which become acute in the department talked over with the parents?
- (4) Are pamphlets dealing with child nurture made available to parents who request them or tactfully brought to their attention if they need them?
- (5) Are written reports made to the parents of the progress of their children in the primary department?
- (6) Are the parents invited to visit the department and cooperate in its activities?
- (7) Are definite efforts made to help the parents realize that the major responsibility for the religious education of children rests with the home, and that the primary department is the agency of the church for cooperating with them in this task?

b. *Does the primary department recognize its relationship to the church?* The primary department is a part of the church. It is not a separate organization. The children, their parents, and the officers of the primary department should think of the department in its relationship to the church.

- (1) Is there a definite plan for enlisting the active cooperation of the entire church constituency in the work of the primary department?
- (2) Do the officers, the committee on religious education, and pastor of the church school visit the primary department, and are they made welcome by teachers and pupils?

- (3) Does the church budget carry an item for the work of the primary department?
- (4) Do the officers and teachers of the primary department cooperate in the work of the school as a whole, through attending workers' council meetings, carrying out in their department projects adopted for the school as a whole, serving on committees of the workers' council, etc.?
- (5) Do the children of the primary department have occasional opportunities for meeting with the entire school for worship and fellowship?

c. *Does the primary department recognize its relationship to other agencies?* The primary child has interests and experiences outside of the home and church. He is starting to school and many new situations are arising here which must be interpreted. He goes to the public playground, to the movie, to parks, and so on. Each of these relationships holds large opportunities for religious education. The primary department must take advantage of these opportunities.

- (1) Does the primary department have regular contacts with the school life of its pupils?
- (2) Do the teachers visit the school?
- (3) Do they invite the school teachers to visit the department and make suggestions?
- (4) Does the department take into account in planning its program the specific items in the program of general education which interest the pupil?
- (5) Does the department take into account the specific experiences of the playground in planning its program?
- (6) Is any effort made to assist the pupils in selecting the movies they will see?
- (7) Is any effort made to secure for the community a better type of movies for children?

IV. Housing and Equipment

The building in which the church school is held is a silent teacher from which the child learns many lessons. Many church buildings can be greatly improved in both exterior and interior appearance. While it is possible to do good work with meager facilities, and while excellent working conditions will

not guarantee educational results, it is true that proper space and equipment are a great aid to good work. It is not always possible to have ideal conditions, but while making the most of present facilities, plans should be made and every effort put forth to provide the best possible conditions for the department program.

13. *Rooms*

a. *Is the primary department adequately housed?* The room, or rooms, in which the primaries meet must be suitable for the purpose. The informality of the program of a primary department, including, as it does, varied activities, makes necessary more space per pupil than would be required for a formal seating of the group. The ideal conditions for the class session call for a separate room for each class.

- (1) Is the floor space provided for each pupil equal to the following requirement: (a) for assemblies, 7 square feet; (b) for classrooms, 8 to 15 square feet; (c) for rooms used for both assembly and classes, 15 square feet?
- (2) When classes are placed close to each other is there separation by screens?
- (3) Are groups that worship simultaneously separated by sound-proof partitions?
- (4) Are toilet facilities available, separate for boys and girls?
- (5) Is there a cloakroom or closet for the pupils' wraps, preferably outside the assembly room?

b. *Is the room properly located?*

- (1) Is the room so placed in the church plan as to provide for sunlight and fresh air?
- (2) Are the rooms free from external physical distractions, such as noise of street cars, and so on?

14. *Equipment*

a. *Is the primary department adequately equipped?* The equipment should meet the needs of the department. Neither teacher nor pupil should be handicapped for lack of working tools.

- (1) Is the furniture provided for the room substantial and comfortable?

- (2) Are the furnishings, woodwork, walls, floor covering, and hangings harmonious?
- (3) Has your room the following equipment?
 - (a) Chairs—for children. Chairs of two heights, some twelve, and some fourteen inches, should be provided. (Mosher and Posture League chairs are desirable.)
 - (b) Tables—one for the department leader, and several for the children. It is not necessary to have one for each class, since activities alternate.
 - (c) Desk—with chair, for secretary.
 - (d) Cabinet—with lock and key, for storing of departmental supplies. A picture file should be included in this cabinet.
 - (e) Mounting space—for pictures. A burlap or cork-covered wall, or one covered with wallboard will serve the purpose.
 - (f) Pictures—one or two permanent pictures hung low enough to be within range of the child's vision.
 - (g) Professional library—a collection of books on the work of the department. There should be included also some current professional magazines.
 - (h) Piano—a small one will add to the attractiveness of the room.
 - (i) Class boxes—with necessary materials, such as scissors, crayons, pencils, paste, paper, etc.
 - (j) Decorative materials—such as flower vases or baskets.

15. *Literature and Supplies*

a. *Is the primary department adequately supplied with literature and other materials?*

- (1) Is a minimum of \$1.50 per pupil spent each year on supplies?
- (2) Is each pupil properly supplied with working materials?
- (3) Are teachers properly supplied with paper, paste, scissors, pictures and other needed supplies?

16. *Service and Upkeep*

a. *Is there an adequate janitor service?* One of the conditions of good work in a primary department is an efficient plan of upkeep. A good janitor is indispensable and a building committee must see to it that necessary repairs are made promptly, and that rooms are redecorated often enough to keep them attractive.

- (1) Is the heating system adequate at all times? Are thermometers in use and kept as nearly as possible at 68 degrees during the winter season?
- (2) Is the air in all rooms kept fresh throughout each session? (This should be carefully checked up by one who visits different rooms from time to time.)
- (3) Is the building, including furniture and fixtures, kept clean?
- (4) Are the grounds, lawn, and exterior of the building as attractive as can be made?

b. *Is there careful upkeep of the department?*

- (1) Is the plumbing kept in good repair?
- (2) Is the room redecorated often enough to keep it fresh and attractive?
- (3) Is worn out and broken furniture promptly repaired or replaced?

Appendix

HOW TO USE THIS STANDARD

1. Make a careful study of the standard itself so that it may be fully understood. This study should be made by all of the teachers and officers of the department. This will make an excellent program for one or more meetings of your teachers and officers. One of the chief values of the standard is to enable your workers to see their tasks in a bigger light, and to make plans for improvement.

2. Plan to score your department. This may be done either by one individual, by a committee appointed for the purpose, or by a whole group of workers cooperatively. If the latter plan is used it will be necessary for an individual or committee to gather certain data outside of meetings. For this purpose the special *scoring pamphlet* should be secured, and a copy placed in the hands of each person who is to assist with the scoring. Make a careful rating of your department on each of the items of the standard, and put your results in such form that they can be preserved for future use.

3. If the scoring has been done by an individual or a committee, report the results to the entire group of workers. Give them an opportunity to discuss the scores assigned on each of the items. Discuss freely ways in which the department may be improved in order to score higher on these items. Out of this discussion should grow a program for the improvement of the department.

4. Plan a definite period during which the improvements on which you have agreed are to be made. This may occupy a quarter, two quarters, or a year. It is well to plan to do one or a few things at a time in order not to confuse your workers with many details. Let each understand clearly what the things are that he is to do in order to effect the desired improvement in the department.

5. At the end of the period set for improvement score your department again as before. Make a careful record of your

rating on each of the items and compare this with the rating made on the first scoring.

6. Report again to the entire group of workers. Since a number of new workers will probably have been added to your group since the first scoring it will be well to take time to interpret the items of the standard wherever necessary. Let the workers see the results of the two scorings side by side. A good way to do this is by means of a graph with a different colored line to represent each of the scorings. Discuss fully in your workers' conference the results of this second scoring. Out of this should grow a new goal for attainment which may occupy another period of time, at the end of which the process of measurement will be repeated.

INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION

Scoring Manual

For use with
the

Standard
for the
Primary Department



THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
203 NORTH WABASH AVENUE, CHICAGO, ILLINOIS

Price 15 cents per copy, cash with order

Printed in the U. S. A.

Scoring Manual

for use with the

Standard for the Primary Department

THIS scoring manual has been prepared for use with the *Standard for the Primary Department* of the Church School. The full interpretation of the points is given in the standard pamphlet itself.

A small committee should be made responsible for the work of scoring. Such a committee should plan to spend a liberal amount of time on this work. If possible, the members of the committee should be free on Sunday morning in order to observe the work in the department.

To begin with, the committee should study the entire standard and make its plans for securing the necessary data for scoring. In some cases the facts may be obtained from the records, in some cases by consultation with workers, in some cases by actual observation, and in still other cases by measurement of rooms. Some data can best be obtained when the school is not in session, other data must be secured while the session is going on. The teachers and officers should participate as largely as possible in the scoring, both in helping to determine the standing of the department, and in planning ways of improvement. Such self-rating will stimulate to better work.

Some of the items in the standard can be scored exactly on the basis of facts and figures available. Others require the exercise of judgment on the part of the scorer. Wherever such judgment must be based upon observation of the work which is being done, it is desirable to have several observations made and to take the average of the scores assigned at each observation.

In the case of a few of the items a department can earn either *all* or *none* of the points allowed for such item. In the scoring

instructions these are stated thus: "Score 5 or 0." On most of the items, however, a department will receive a proportion of the perfect score, depending on the extent to which it has reached the ideal. These are stated thus: "Score 0 to 5." In scoring such items it is helpful to think of the worst possible department as scoring 0, the best possible department as scoring perfect, and then deciding at which point between these two extremes the department in question would fall.

In following the scoring directions, it will be unavoidable to have some of your scores run into fractions. When these figures are summed up for each of the 16 major items, use the nearest whole numbers as your totals. (Begin with the decimal .5 in changing the totals to the next higher whole numbers.)

In the following directions, the numerical value allowed each main question under each item is indicated. The possible scores are indicated for each secondary question. In most cases the secondary questions, which appear in the standard pamphlet itself but are not repeated here, are so worded as to require no further information for scoring. Wherever necessary, however, instructions have been given on how to score. A summary form appears on the final page of this manual, to which the scores may be transferred after they have been determined.

The 1,000 points were assigned to the four main divisions on the basis of relative importance. The score assigned to each of the four major divisions was distributed among the subdivisions under each. Obviously the greater the number of subdivisions under any one major division, the smaller the score allotted to each such subdivision. Therefore, the score of one subdivision should not be compared with the score of another subdivision.

This standard is scored on the basis of 1,000 points. If it is desired to show the score in percentages, divide your actual score by 10.

I. Curriculum (325)

1. Fellowship (80)

a. *Does fellowship pervade the entire session of the department? (65)*

(1) Score 0 to 8.....

(2) Score 0 to 10.....

(3) Score 0 to 8.....

(4) Score 0 to 8.....

(5) Score 0 to 8.....

(6) Score 0 to 10.....

(7) Score 0 to 8.....

(8) Score 0 to 5.....

TOTAL FOR a.....

b. *Is there thoughtful provision for social and recreational life? (15)*

(1) Score 0 to 7.....

(2) Score 0 to 8.....

TOTAL FOR b.....

TOTAL FOR FELLOWSHIP.....

2. Worship (85)

a. *Is there adequate time for worship? (9)*

(1) Score 0 to 5.....

Score 5 for 15 minutes; deduct 1 for every 2 minutes below 15. Allow no credit for less than 7 minutes.

(2) Score 0 to 4.....

TOTAL FOR a.....

b. *Is there a high quality of worship? (31)*

(1) Score 0 to 3.....

(2) Score 0 to 3.....

- (3) Score 0 to 3.....
 Allow 1 point each for (a), (b), and
 (c).
 (4) Score 0 to 4.....
 (5) Score 0 to 2.....
 (6) Score 0 to 3.....
 (7) Score 3 or 0.....
 (8) Score 0 to 3.....
 (9) Score 0 to 4.....
 (10) Score 0 to 3.....
 TOTAL FOR b.....

c. Is there whole-hearted participation in the service? (15)

- (1) Score 0 to 5.....
 (2) Score 0 to 5.....
 (3) Score 0 to 5.....
 TOTAL FOR c.....

d. Are the materials of worship graded? (16)

- (1) Score 0 to 4.....
 (2) Score 0 to 3.....
 (3) Score 0 to 3.....
 (4) Score 0 to 3.....
 (5) Score 0 to 3.....
 TOTAL FOR d.....

e. Is there provision for training in worship? (14)

- (1) Score 0 to 4.....
 Allow full credit for 10 minutes or
 more. Deduct 1 point for each minute
 below 10. Allow no credit for less
 than 6 minutes.
 (2) Score 0 to 4.....

(3) Score 0 to 3.....

(4) Score 0 to 3.....

TOTAL FOR *c*.....

TOTAL FOR WORSHIP.....

3. Service (80)

a. *Are the children's gifts of service and money their own? (31)*

(1) Score 0 to 8.....

(2) Score 0 to 6.....

(3) Score 0 to 3.....

(4) Score 0 to 5.....

(5) Score 0 to 5.....

(6) Score 0 to 4.....

TOTAL FOR *a*.....

b. *Do the pupils help to plan their service activities? (10)*

(1) Score 0 to 5.....

(2) Score 0 to 5.....

TOTAL FOR *b*.....

c. *Are the service activities constructive and worthy? (27)*

(1) Score 0 to 6.....

(2) Score 0 to 5.....

(3) Score 0 to 5.....

(4) Score 0 to 5.....

(5) Score 0 to 6.....

TOTAL FOR *c*.....

d. *Are the service projects continuous?* (12)

(1) Score 6 or 0.....

(2) Score 0 to 6.....

TOTAL FOR d.....

TOTAL FOR SERVICE.....

4. Study (80)

a. *Is the time allowance adequate?* (10)

(1) Score 0 to 10.....

Determine the exact length of class session over a period of three to five Sundays and find the average. If this average is 30 minutes or more, allow full credit. Reduce the credit by one point for each minute it falls below 30, allowing no credit for less than 20 minutes.

TOTAL FOR a.....

b. *Are the materials graded and adapted to the group?* (35)

(1) Score 0 to 7.....

(2) Score 0 to 8.....

(3) Score 0 to 7.....

(4) Score 0 to 7.....

(5) Score 0 to 6.....

TOTAL FOR b.....

c. *Is there a purposeful approach to work?* (35)

(1) Score 0 to 10.....

(2) Score 0 to 9.....

(3) Score 0 to 8.....

(4) Score 0 to 8.....

TOTAL FOR c.....

TOTAL FOR STUDY.....

II. Leadership (285)

The chart at the center of this booklet has been prepared for convenience in scoring the department's leadership. The score of each worker must be determined on the basis of the perfect scores shown in the first column of the chart, and then the average for the department determined. It will be noted that the columns are numbered. This will make it convenient to assign a number to each worker, thus making it impossible for the casual observer to tell which column covers the score of a particular worker. If a department has more workers than the number of columns in the chart, this can easily be expanded by pasting on a plain piece of paper, or the right-hand section of the chart from another scoring booklet.

Some competent, impartial person or committee should score the workers on this chart. It will probably not be practical to ask all the workers to hand in their own scores since they will not want to show their ratings on some of the questions. There is great value, however, in self-rating on the part of workers. Such self-examination should be an incentive to improvement. Departments desiring to have their workers make a rating of themselves may secure separate rating-charts based upon the leadership section of *Standard A for the Sunday Church School* at 15c per dozen. This rating chart has been prepared with the general school in mind rather than one particular department, but includes most of the items given in the *Standard for the Primary Department*.

With but few exceptions, the questions in the standard indicate clearly how the scoring is to be done. The following notes will cover the questions on which further guidance will be needed:

- 6a (1) Allow $1\frac{1}{2}$ points credit for each unit in the leadership curriculum or the equivalent thereof which the worker has completed up to a total of 12. Reserve the additional two points for special work in religious education, such as courses in college, professional or graduate schools.
- 6a (2) Allow 7 points for one unit of credit; 15 points for 2 or more units of credit, and score 0 to 10 on the remainder of this question. If the leader already holds a Standard Leadership Training diploma, score 0 to 25 on the latter part of this question.
- 6a (3) Allow full credit for one or more years of practice teaching; no credit for less than one-half year.

Scoring Sheet for

5. Personal Qualities		PERFECT SCORE	1
<i>a. Effective Personality</i>			
(1)	Regularity and promptness	25	
(2)	Love for children	25	
(3)	Courteousness	20	
(4)	Unprejudiced attitude	20	
TOTAL FOR <i>a</i>		90	
<i>b. Religious Life</i>			
(1)	Prayers with the children	25	
(2)	Sensing readiness to worship	25	
(3)	Participation in worship services	25	
TOTAL FOR <i>b</i>		75	
TOTAL FOR PERSONAL QUALITIES		165	
6. Training and Experience			
<i>a. Continuous training</i>			
(1)	Training in religious education	20	
(2)	Improvement of teaching technique	25	
(3)	Practice teaching	20	
(4)	Careful preparation	15	
(5)	Adaptability and resourcefulness	15	
TOTAL FOR <i>a</i>		95	
<i>b. Ability of self-criticism</i>			
(1)	Objective attitude toward work	25	
TOTAL FOR TRAINING AND EXPERIENCE		120	
Grand Total Score for Leadership		285	

II—Leadership

[illegible]

III. Organization and Administration (245)

7. *Unity of Program* (50)

a. *Does the primary department have a unified program?* (50)

(1) Score 16 or 0.....

(2) Score 0 to 17.....

(3) Score 17 or 0.....

TOTAL FOR UNITY OF PROGRAM.....

8. *Staff of Workers* (35)

a. *Is there an adequate staff of workers for the primary department?* (19)

(1) Score 3 or 0.....

(2) Score 0 to 4.....

(3) Score 2 or 0.....

(4) Score 0 to 3.....

(5) Score 0 to 3.....

(6) Score 4 or 0.....

TOTAL FOR a.....

b. *Are the leaders appointed officially?* (8)

(1) Score 3 or 0.....

(2) Score 2 or 0.....

(3) Score 3 or 0.....

TOTAL FOR b.....

c. *Is there provision for training?* (8)

(1) Score 0 to 4.....

(2) Score 0 to 4.....

TOTAL FOR c.....

TOTAL FOR STAFF OF WORKERS.....

9. *Supervision of Workers* (50)

a. *Is there adequate supervision and provision for growth?* (32)

(1) Score 0 to 8.....

(2) Score 0 to 8.....

Allow credit only if at least one conference is held each quarter.

(3) Score 0 to 8.....

(4) Score 0 to 8.....

TOTAL FOR a.....

b. *Is there opportunity for observation?* (18)

(1) Score 0 to 7.....

(2) Score 0 to 7.....

(3) Score 0 to 4.....

TOTAL FOR b.....

TOTAL FOR SUPERVISION OF WORKERS.....

10. *Constituency* (50)

a. *Does the primary department know the constituency for which it must provide?* (11)

(1) Score 4 or 0.....

(2) Score 3 or 0.....

(3) Score 4 or 0.....

TOTAL FOR a.....

b. *Does the primary department have an adequate plan of grouping and promotion?* (18)

(1) Score 4 or 0.....

(2) Score 4 or 0.....

(3) Score 0 to 3.....

(4) Score 3 or 0.....

(5) Score 4 or 0.....

TOTAL FOR b.....

c. *Do the pupils participate in the program?* (12)

- (1) Score 0 to 2.....
- (2) Score 0 to 2.....
- (3) Score 0 to 2.....
- (4) Score 0 to 2.....
- (5) Score 0 to 2.....
- (6) Score 0 to 2.....

TOTAL FOR c.....

d. *Do the pupils attend regularly and punctually?* (9)

- (1) Score 0 to 5.....
Allow two points credit if the average attendance is 75% to 80%; four points if it is 80% to 90%; and five points if it is 90% to 100%.

- (2) Score 0 to 4.....
Allow one point credit if the percentage arriving on time is 80 to 85; two points if it is 85 to 90; three points if it is 90 to 95; four points if it is 95 to 100.

TOTAL FOR d.....

TOTAL FOR CONSTITUENCY.....

11. *Records and Reports* (25)

a. *Does the department have an adequate system of records and reports?* (25)

- (1) Score 0 to 3.....
- (2) Score 0 to 3.....
- (3) Score 0 to 2.....
- (4) Score 2 or 0.....
- (5) Score 0 to 2.....
- (6) Score 2 or 0.....
- (7) Score 2 or 0.....
- (8) Score 0 to 3.....
- (9) Score 0 to 3.....
- (10) Score 0 to 3.....

TOTAL FOR RECORDS AND REPORTS.....

12. *Outside Relationships* (35)

a. *Does the primary department recognize its relationship to the home?* (13)

(1) Score 2 or 0.....

(2) Score 0 to 2.....

Base score on the proportion of homes so visited.

(3) Score 0 to 2.....

(4) Score 0 to 1.....

(5) Score 2 or 0.....

(6) Score 0 to 2.....

(7) Score 0 to 2.....

TOTAL FOR a.....

b. *Does the primary department recognize its relationship to the church?* (9)

(1) Score 1 or 0.....

(2) Score 0 to 2.....

(3) Score 1 or 0.....

An item in the budget for religious education in which the primary department shares, will meet this requirement.

(4) Score 0 to 3.....

(5) Score 2 or 0.....

TOTAL FOR b.....

c. *Does the primary department recognize its relationship to other agencies?* (13)

(1) Score 0 to 2.....

(2) Score 0 to 2.....

(3) Score 1 or 0.....

(4) Score 0 to 2.....

(5) Score 0 to 2.....

(6) Score 0 to 2.....
 (7) Score 0 to 2.....
 TOTAL FOR c.....
 TOTAL FOR OUTSIDE RELATIONSHIPS.....

IV. Housing and Equipment (145)

13. Rooms (40)

a. *Is the primary department adequately housed?* (28)

(1) Score 0 to 8.....
 Allow half the score for adequate space for assembly purposes, and half the score for adequate space for classroom purposes. The score should be based on the number of pupils provided with adequate space.
 (2) Score 0 to 5.....
 (3) Score 0 to 5.....
 (4) Score 0 to 5.....
 (5) Score 0 to 5.....
 TOTAL FOR a.....

b. *Is the room properly located?* (12)

(1) Score 0 to 7.....
 (2) Score 0 to 5.....
 TOTAL FOR b.....
 TOTAL FOR ROOMS.....

14. Equipment (35)

a. *Is the primary department adequately equipped?* (35)

(1) Score 0 to 8.....
 (2) Score 0 to 7.....

(3) Score 0 to 20 as follows:

(a) Score 0 to 4.....

(b) Score 0 to 3.....

(c) Score 1 or 0.....

(d) Score 1 or 0.....

(e) Score 2 or 0.....

(f) Score 0 to 2.....

(g) Score 0 to 2.....

(h) Score 0 to 3.....

Base score on tone quality and attractiveness.

(i) Score 0 to 1.....

(j) Score 0 to 1.....

TOTAL FOR EQUIPMENT.....

15. *Literature and Supplies* (40)

a. *Is the primary department adequately supplied with literature and other materials?* (40)

(1) Score 0 to 10.....

Allow full credit for \$1.50 or more; reduce credit by one point for each 5c below this amount. Allow no credit for less than \$1.00.

(2) Score 0 to 15.....

Base score upon the percentage of pupils properly supplied.

(3) Score 0 to 15.....

Base score upon the percentage of teachers properly supplied.

TOTAL FOR LITERATURE AND SUPPLIES.....

16. *Service and Upkeep* (30)

a. *Is there adequate janitor service?* (18)

(1) Score 0 to 5.....

(2) Score 0 to 5.....

(3) Score 0 to 5.....
(4) Score 0 to 3.....
TOTAL FOR a.....

b. Is there careful upkeep of the department? (12)

(1) Score 0 to 4.....
(2) Score 4 or 0.....
(3) Score 0 to 4.....
TOTAL FOR b.....

TOTAL FOR SERVICE AND UPKEEP.....

Grand Total Department Score.....

***Percentage Standing of Department (Divide
Total by 10).....***

Summary

	Perfect Score	Department Score	Total
I. Curriculum			
1. Fellowship	80	—	
2. Worship	85	—	
3. Service	80	—	
4. Study	80	—	
TOTAL FOR CURRICULUM.....	325		—
II. Leadership			
5. Personal Qualities.....	165	—	
6. Training and Experience.....	120	—	
TOTAL FOR LEADERSHIP.....	285		—
III. Organization and Administration			
7. Unity of Program.....	50	—	
8. Staff of Workers.....	35	—	
9. Supervision of Workers.....	50	—	
10. Constituency	50	—	
11. Records and Reports.....	25	—	
12. Outside Relationships.....	35	—	
TOTAL FOR ORGANIZATION AND ADMINISTRATION	245		—
IV. Housing and Equipment			
13. Rooms	40	—	
14. Equipment	35	—	
15. Literature and Supplies.....	40	—	
16. Service and Upkeep.....	30	—	
TOTAL FOR HOUSING AND EQUIPMENT.....	145		—
Grand Total	1000		—
Per Cent	100		—

**INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION**

**Standard
for the
Junior Department**



**THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
203 NORTH WABASH AVENUE, CHICAGO, ILLINOIS**

INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION

Standard
for the
Junior Department

Approved, February 1929, by
The International Council of Religious Education
203 N. Wabash Avenue, Chicago, Illinois

Price 20 cents

THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
203 NORTH WABASH AVENUE, CHICAGO, ILLINOIS

INTERNATIONAL STANDARDS IN RELIGIOUS EDUCATION

GENERAL STANDARDS

The Educational Work of the Church (in preparation)
Standard A for the Sunday Church School
Standard B for the Sunday Church School
Standard for the Vacation Church School
Standard for the Weekday Church School

DEPARTMENTAL AND DIVISIONAL STANDARDS

Standard for the Beginners' Department
Standard for the Primary Department
Standard for the Junior Department
Standard for Intermediate, Senior, and Young People's Departments, or Combinations of Departments, in the Young People's Division
Standard for Adult Religious Education in the Church

Copyright, 1929, by
The International Council of Religious Education
Printed in U. S. A.

Standard for the Junior Department

PURPOSE OF THIS STANDARD

THE purpose of this standard is to help leaders in the junior department to examine their own work in order to improve it. This purpose is accomplished in two ways:

First, through indicating the important things to stress in a good junior department. Certain items have been selected for this standard because of their importance. Each of these items is described so as to give a clear idea of what is meant by it and why it is important. This is followed by some suggestions on how to attain it. Thus, in brief scope, a comprehensive picture is given for a program of religious education for the junior department.

Second, through a plan for scoring each of the items in this standard. This makes it possible to measure the extent to which a department reaches the ideal. The total perfect score is 1,000 points. The number of points assigned to each item in the standard indicates approximately its relative importance. A department may score anywhere from 0 to 1,000 points. If it is desired to show this score in terms of per cent, this can easily be done by dividing it by 10. In the outline on page 6 the amount of credit allotted to each item is shown. The complete scoring directions are given in a separate scoring pamphlet.

USING THIS STANDARD

The primary value of this standard lies in enabling workers in the junior department to visualize their own needs and in challenging them to better work. In order fully to serve its purpose, it is necessary that all the workers be familiar with it and evaluate their own work by it.

The standard has purposely been so constructed that few, if any, junior departments will score 1,000 points. Some will rate high on one item and some on another. It should challenge every department to improvement, without encouraging any to feel that it has arrived at the ultimate point of per-

fection. The test of its value lies in how much it stimulates schools to better work. The standard is not intended for comparing one junior department with another. If it is to be used for comparison, this should be done only under the guidance of an impartial expert scorer. Full directions for the use of this standard are given in the appendix on page 30.

WHAT IS THE CHURCH SCHOOL

The term "church school" is used to designate that organization through which the entire educational program of the church is administered. The church school may carry out its complete program through various units of organization such as the Sunday church school, weekday church school, missionary societies, young people's and other societies and clubs. In a church school which has a thoroughly integrated program these units of organization will provide a cumulative experience which preserves an essential unity in the life of the pupil. The term "Sunday church school" is used to designate the organization which commonly meets on Sunday morning for worship and study, or what is more generally known as the Sunday school.

A SYSTEM OF STANDARDS

This standard is one of a system of standards for religious education in the church. There is one comprehensive standard for the entire educational program of the church, entitled *The Educational Work of the Church*. This is now being prepared and will probably be available in the spring of 1930. Sometimes this entire educational program is spoken of under the general name *church school*. This program normally is divided into various agencies, such as the Sunday church school, with its departments, the vacation church school, and the weekday church school. Standards are provided for each of these phases of the program, related to the comprehensive standard for the educational program. The standard at present before us is designated *Standard for the Junior Department*.

This standard has been made to apply primarily to the Sunday morning session of the junior department. In a church where the junior department of the Sunday church school is but one of several agencies carrying joint responsibility for a unified program of religious education for juniors, it should cooperate with these other agencies in order to avoid overlapping and duplication. Throughout this standard the junior department

should be regarded as meeting the requirements on any given item if it definitely cooperates with other educational agencies of the church, and discharges its share of the responsibility covered by that particular item. This relationship can best be maintained through the use of *The Educational Work of the Church*.

THE OBJECTIVES OF RELIGIOUS EDUCATION

The final test of the school of religious education is the extent to which it leads pupils in learning to live the Christian life. This life-centered objective should be kept constantly in mind in evaluating the work of the junior department. The fundamental questions on which such evaluation should be based are these:

1. Does it lead the pupil into a personal relationship with God?
2. Does it develop in the pupil a growing understanding and appreciation of the life and teachings of Jesus; does it lead into loyalty to Jesus as Savior, Friend, and Leader?
3. Does it lead to a progressive development of character in harmony with the ideals of Jesus?
4. Does it lead into enthusiastic and intelligent participation in the building of a Christian community and world?
5. Does it develop an intelligent understanding of the purpose and work of the church, leading to habitual joyous participation in its life and work?
6. Does it lead to the acceptance of a Christian interpretation of life and the universe in such a way that the pupil comes to understand the plan of a loving Father for the world and his part in the carrying out of this plan?
7. Does it provide for an increasing knowledge, understanding, and love of the Bible, and an intelligent appreciation of other records of Christian experience?

These questions must constantly be before the leaders of the educational work in the church. Success can be rated only in terms of the ability to give an affirmative answer to one or more of them. If we had perfect measuring sticks whereby we could ascertain the extent to which these ideals have been

attained, we would not need to go further in this standard. We do not, however, have such measures of spiritual attainment. Only very gradually are such instruments of measurement emerging.

We must therefore move beyond the statement of desired product to that of the *conditions* under which this product will most likely be attained. Here we can be more specific in our requirements and more mechanical in our measurement. Even here we must bear in mind that the only purpose for setting up ideal conditions is that the best product may be attained. The items which will be presented in the remainder of this standard are *means*, not ends in themselves.

THE MEANS FOR ACHIEVING THE OBJECTIVES

The following outline will give a bird's-eye view of the scope of this standard. The figures following each item indicate the portion of the total 1,000 points to be allotted to it.

I. *Curriculum* (325)

1. Fellowship (80)
2. Worship (85)
3. Service (80)
4. Study (80)

II. *Leadership* (285)

5. Personal Qualities (165)
6. Training and Experience (120)

III. *Organisation and Administration* (245)

7. Unity of Program (50)
8. Staff of Workers (35)
9. Supervision of Workers (50)
10. Constituency (50)
11. Records and Reports (25)
12. Outside Relationships (35)

IV. *Housing and Equipment* (145)

13. Rooms (40)
14. Equipment (35)
15. Literature and Supplies (40)
16. Service and Upkeep (30)

In the following pages there will be presented in detail the description of the various items in this standard together with questions which will indicate what is required to attain them.

NOTE.—This standard makes no definite provision for scoring all points on organization and equipment in situations where a recent development in informal teaching procedure obtains. This procedure demands a change in building equipment and organization.

While the development has not yet reached a stage for scoring, a forward looking standard recognizes and commends this newer type of organization to departments where highly trained leadership and adequate building facilities for this informal type of teaching prevail.

Briefly stated, the informal type of teaching demands that a group of from fifteen to twenty children be guided by an adult leader in all activities. A room providing 15 square feet per capita floor space should be available.

In very small departments the nine-, ten-, and eleven-year-old children are taught in one room, as a unit, dividing at times into flexible groups for certain activities. In large departments there should be three large rooms, one for the nine-year-olds, one for the ten-year-olds, and one for the eleven-year-olds. In *very* large departments there will be the necessity for more rooms, in order that each group shall not exceed twenty-five children.

Departments desiring information regarding this method of procedure should write to denominational headquarters.

I. Curriculum

Since we learn to live by living, that junior department will be most successful which gives the children the fullest opportunity to live together as children of the Heavenly Father, in happy work, study, play, and worship. The curriculum of the junior department includes, therefore, all of the activities of the department through which the children learn to live the Christian life. For convenience, they may be grouped under the topics, fellowship, worship, service, study; but the leader will recognize always that such topics are not hard and fast lines of division in the program.

1. Fellowship

a. *Does fellowship pervade the entire session of the department?* Fellowship, or friendly companionship among teachers and pupils should characterize the junior department. Since juniors are greatly influenced by the attitudes of older people, and quickly sense and take their cue from the atmosphere of a group, it is essential that the adult leadership reveal real harmony and fellowship, and that the department be so conducted as to promote friendly feelings among pupils. A democratic spirit should prevail, with emphasis upon group activities and achievements.

- (1) Do the children like to come to Sunday school?
- (2) Are the relations between pupils and teachers friendly and happy?
- (3) Is there opportunity in the department program for friendly conversation, reports, sharing of songs, dramatizations, and so on?
- (4) Is there provision for the courteous greeting of guests, new pupils, and children returned after absences?
- (5) Is the spirit of fellowship preserved by the omission of schemes for pupil rivalry, exciting contests, and other activities which make for division?

b. *Is there thoughtful provision for social and recreational life?* Adequate provision should be made for social and recreational activities as part of the program. The number and frequency of such activities will depend upon the other social

and recreational opportunities of the group. Pupils who have abundant social activities provided in their own homes have need only of the very simplest recreational program in connection with the church school. Those in poorly favored communities have need of a very full and varied through-the-week program.

- (1) Is there provision for happy play experiences?
- (2) Is the recreational program of the department adequate in the light of a study of the needs of the children?

c. *Is there provision for experience in the church family?*
Every effort should be made by superintendent and teachers, as well as the pastor and official bodies of the church, to make junior boys and girls feel that they are a part of the church family. This may be done by giving them opportunities to serve the church in one way or another, by bringing them into the church services, and by the friendly attitude of the pastor and the official church bodies toward the junior group. Juniors should be helped to understand the meaning of church membership, and should look forward to formal acceptance into full church membership.

- (1) Are the juniors familiar with the order of service of the church?
- (2) Do they know something about the benevolent service activities of the church through the experience of helping specific causes within the realm of their interest and understanding?
- (3) Do they understand that they are a part of the church family?
- (4) Are they given opportunities to serve the church in ways of which they are capable?

2. *Worship*

The junior needs for growth in the Christian life a growing and satisfying experience in worship. Such experience will carry with it an ever increasing sense of fellowship with God. Worship may occur at any time the group is meeting, but there should be regular provision for worship and worship services in which the juniors can participate with understanding and appreciation.

a. *Is there adequate time for worship?* There can be no specific time requirement for the informal worship which is a part of all the activities of a junior department having an adequate program. But to insure definite attention to this essential element in the total program, some specific requirements are made.

- (1) Is there opportunity in the junior department for a worship session of from fifteen to twenty minutes?
- (2) Is this period used for worship only?
- (3) Are other opportunities for informal and spontaneous worship utilized?

b. *Is there a high quality of worship?* Provision for worship involves more than placing a worship period on the program. The leader should make sure that the boys and girls are comfortable. The appearance of the room is important. Cleanliness, order, and beauty—these are conducive to the experience of worship. The place of the worship service in the program is important. Putting it toward the middle of the program often results in a quiet, less interrupted service. Materials selected for use in the worship service must express the junior's own feelings and aspirations, and give a true conception of the character and purposes of God. Songs, poetry, stories, and music should be of the highest quality in thought, content, words, and form.

- (1) Are the services of worship carefully prepared?
- (2) Are they well ordered and attractive?
- (3) Do the prayers, songs, and comments of the leader give a sense of God's greatness, love, nearness, and readiness to help?
- (4) Are the materials which represent God as vengeful, warlike, spying, partial, afar off, or capricious, carefully debarred?
- (5) Is the service built around one theme, focusing the attention of the group on one thought so that the children receive a unified impression?
- (6) Is there opportunity for quiet listening and meditation?
- (7) Is the service free from interruptions caused by entrance of late pupils, visitors, or secretaries; count-

ing the offering; marking attendance; passing papers; getting out equipment; signal bells; whispering of adults; or playing with money?

- (8) Is the service free from drill, announcements, exhortation to louder singing, encouragement to bring new pupils, and so on?
- (9) Do the songs measure up to the following standard:
(a) Are the verses good poetry? (b) Is the tune good music? (c) Is the thought content worthy of a place in religious education?
- (10) Is the room in which the pupils worship clean, comfortably furnished, and orderly?

c. *Is there whole-hearted participation in the service?*

Juniors must participate if they are to have an experience of worship. Worship should be in all cases by the pupils rather than for them; the service should not be a performance staged for the benefit of an audience but should be participated in by all.

For the junior group, participation may be of two types: by the group in every part of the service, and the participation, in a special way, of individuals or groups of pupils as they take the leadership of part of the service.

The use of familiar forms and materials tends to insure participation. Services that closely touch the experiences of a junior or reflect the experiences of the group bring response; as does the feeling of belonging to and participating in the work of God and the world.

- (1) Is there opportunity in the service to make use of contributions of the pupils, such as original songs, prayers, suggestions, decorations, and so on?
- (2) Is the arrangement of the items in the service such as makes possible at each step the most whole-hearted participation of the pupils?
- (3) Are the pupils given opportunities to help in the preparation, and, at times, in the conduct of the worship service?
- (4) Do the pupils participate joyfully in the service?

d. *Are the materials of worship graded?* The junior can worship only through the use of materials he understands and appreciates because of their nearness to his own experiences. All worship materials must be graded to his capacities and needs.

- (1) Is the theme of the worship service one that the pupil can understand and appreciate?
- (2) Is the Scripture material used understood by the pupils, familiar to them, and related to their experiences?
- (3) Do the prayers grow out of the experiences of the pupils, express their needs, desires and aspirations, and make communion with God natural?
- (4) If a story is used, does it come well within junior experience?
- (5) Do the songs express the normal needs and aspirations of the junior?
- (6) Is there provided for pupil use a hymnal approved by the denominational board?

e. *Is there provision for training in worship?* Participation in worship is possible only when the pupils are familiar with the songs, prayers, and Scripture used. But teaching songs or verses should not take place in the worship service. Time, therefore, must be provided in the departmental program for the development of these materials.

- (1) Is there time in the departmental session apart from the worship service for the learning of new songs and Scripture materials?
- (2) Are the new materials introduced to meet some need felt by the pupils, such as a need for an expression of gratitude?
- (3) Is care taken to make the learning process pleasant by the use of stories, pictures, and variety of method?
- (4) Is the song or Scripture passage to be learned presented as a whole in such fashion that the junior enjoys it before he begins to memorize it?
- (5) Is a new song taught about once a month?

3. *Service*

The junior's love for God must express itself in thought for others, a willingness to share and to serve. Therefore opportunities for practice in unselfish living must be provided in

order that these desirable habits may be established. To do this the needs of others should be brought to his attention. He should be encouraged to plan thoughtfully for them, and to share his time and money with them. He should be led to find satisfaction in helping and sharing with others in his daily life.

a. *Are the junior's gifts of service and money his own?* The giving of money does not play so large a part in the service program for the junior group, yet the habit of systematic, intelligent giving should be established. This is brought about only when interest has been aroused in some worthy cause. Therefore, full information about the causes to which juniors are contributing should be given in an interesting way. When juniors contribute to the support of their own church, they should have some knowledge of its program of benevolences. They should be taught to give their own money, not that given them by their parents for offering purposes.

Opportunities for helpful service should be provided as a regular part of the department's program. All giving and serving should be so motivated that it is done gladly and care should be taken to inform the juniors of the results of their gifts or service.

- (1) Are the juniors brought face to face with such needs of others as they can help to relieve?
- (2) Are they interested in worthy causes and sound benevolent enterprises?
- (3) Are they given an opportunity to plan to meet such needs through offerings, gifts, and personal service?
- (4) Are they motivated in their giving by the thought that they are working with God?
- (5) Does each experience in sharing give such satisfaction that the junior desires to repeat it?
- (6) Does the offering represent the willing earning or saving on the part of the pupils?
- (7) Does each member of the department "give as he is able"? (In proportion to his other self-selected expenditures.)

b. *Do the pupils help to plan their service activities?* In order that the juniors may be whole-hearted givers of money,

gifts, or service, it is necessary that they have some part in selecting the cause or planning the service. The teacher's direction is needed but should consist in giving information and guidance.

- (1) Do the pupils know and feel an interest in the causes for which their offerings are used?
- (2) Do the juniors participate joyfully in planning and working to meet the needs of others?

c. *Are the service activities constructive and worthy?* The Christian service program for juniors may be broad in scope because it reaches out to various interests, and constructive because it shares in high and worthy causes selected after careful thought on the part of teachers and children.

- (1) Are possible service activities brought to the attention of the juniors only after careful thought on the part of the leaders?
- (2) Are cooperation in the work and worship of the department, and in the caring for the church property made avenues of service?
- (3) Are emergency situations such as national or community disasters, or a special building program of the church, made opportunities for sharing and for actual service?
- (4) Do the juniors share in such of the missionary and benevolent activities of their church as are suitable to their age?
- (5) Does participation in these projects result in a keener appreciation by the pupils of the work and contribution of others, and never in a feeling of superiority and condescension?

d. *Are the service projects continuous?* Service projects should be a regular part of the department program, rather than spasmodic occurrences. They should be simple so that the children may have a major share in working them out; they should not be too prolonged, for children lose interest in any project that covers too long a period of time.

- (1) Are service projects made a regular part of the department activities, rather than spasmodic occurrences?

- (2) Are projects undertaken carried through to satisfactory completion, even though this involves additional meetings of the group?

4. Study

The term "study" in connection with the junior group includes all the learning activities in which both pupils and teacher engage. It includes such activities as planning and carrying out various enterprises, service activities, dramatization, handwork in connection with various projects, learning and interpreting worship materials in preparation for worship, memorization, and so on. The teacher must so plan for study that the pupils will see clearly what their purposes are and guide them in the accomplishment of those purposes.

a. *Is the time allowance adequate?* The periods included under "study" are the class periods as well as the periods of specific instruction which occur in the departmental session.

- (1) Does the departmental program allow at least thirty minutes for the class session? (See note, page 7, for special situations.)
- (2) Is there an average of ten minutes per session given to departmental study (learning of hymns, and so on)?

b. *Are the materials graded and adapted to the group?* The choice of materials for the departmental and class sessions should be determined by the needs and interests of the pupils. This will mean a consideration of age, and the typical experiences of children in the community. The experiences of the group, especially those which give rise to problems of living, should be the basis of much of the teaching.

- (1) Are the teaching materials used in the department, units of a graded course, and adapted to the needs of the group?
- (2) Are the experiences of the pupils made the basis of teaching?
- (3) Are problem situations which arise in class or department, and fruitful experiences of the week, used as opportunities for teaching the Christian way of behavior?

- (4) Do teachers know their pupils through visiting them in home, school, or on the playground?
- (5) Do teachers use additional books to enrich or supplement the official course?

c. *Is there a purposeful approach to work?* Good teaching calls for such motivation as will lead the pupils to a keen interest in and a zest for study. The teacher should plan for the participation of the pupils throughout each season, give the pupils opportunity to initiate plans and carry out their own purposes, and encourage pupil decisions and the expression of pupil opinion.

- (1) Is the teacher successful in keeping the pupils throughout the class session mentally alert and actively participating?
- (2) Does each class teacher know the programs of the other classes of the department?
- (3) Is there opportunity for exchange of courtesies or sharing experiences with other classes of the department, with other departments of the church, or groups outside the church?

d. *Is provision made for the cultivation of open-mindedness?* Junior leaders should begin the cultivation of a spirit of open-mindedness. It may be fostered in a number of ways. In planning things together and in carrying out enterprises, the teacher should seek to cultivate in the pupils a due regard for the opinions, ideas, and plans of others. In service projects he should aim to develop appreciation of the fine qualities of people of other races and classes, guarding against an attitude of prejudice. Problem difficulties may be settled by talking them over, thus beginning the habit of judging on the basis of thoughtful consideration of facts rather than on irrational emotion. The teacher's own attitude should reveal a fine spirit of tolerance and an appreciation of the beliefs and viewpoints of others.

- (1) Are the junior leaders and teachers open-minded, tolerant, and democratic in spirit?
- (2) Does a spirit of tolerance and due consideration for the opinions and rights of others prevail in all work of the department?

II. Leadership

In religious education, leadership is of peculiar importance. Desired results are obtained only when leaders have fine Christian personalities, understand child life, and are trained for their work.

5. *Personal Qualities*

a. *Has the teacher natural ability and attractiveness of personality?* A condition of successful leadership of juniors is the ability to win their friendship. This depends upon the teacher's character, appearance, attractiveness of personality, and capacity for simple friendliness. Devotion to the work of teaching as revealed by his interest and work for the group will be reflected in the interest and enthusiasm of the pupils. The teacher's love of God will quickly be sensed by the pupils and will do much to foster their own love for him. (Consider each teacher or leader individually.)

- (1) Does he show by his regularity and promptness in attendance that he considers the meeting with the class important?
- (2) Is love for boys and girls and for the work with them evident in his ability to win the pupils' friendship?
- (3) Is he courteous toward his pupils?
- (4) Is he of pleasing personality, neat and tasteful in dress, attractive in voice and manner?
- (5) Does he have an unprejudiced attitude toward people of other races and religions?
- (6) Does he show a spirit of cooperation and the ability to work with others?

b. *Has the teacher skill in leadership of the group?* To lead a child to God the teacher must know the way himself. The richer his own experience in Christian living and in fellowship with God, the richer can he make the religious experience of his pupils.

- (1) Does he participate with his pupils in the worship services?

- (2) Can he sense a situation, in which the pupils are ready to worship?
- (3) Does he attempt to acquaint himself with the interests and problems of the group and to adapt his teaching procedures to individual needs?
- (4) Does he attempt definitely to cultivate in his pupils the habit of prayer?

c. *Does the teacher have a rich and vital religious experience?*

- (1) Is the teacher's everyday living of such quality as to win the respect and confidence of the group?
- (2) Does he manifest a spirit of loyalty to the church as shown by attendance at its services, financial support, cooperation in its enterprises, etc.?

6. *Training and Experience*

a. *Is the teacher trained and is his training being continued?* Definite training for the specific tasks to which leaders are assigned should be expected in all cases. An understanding of the needs, interests, and characteristics of the pupils, a knowledge of the laws of learning, and the principles of teaching are essential. The teacher must know how to evaluate the materials of instruction. He must have a clear conception of the truth he is to teach and know how to present it attractively.

- (1) Has the teacher taken training in religious education?

NOTE.—The normal requirement is the completion of the twelve units of the Standard Leadership Training Curriculum or the equivalent thereof, each unit requiring the successful completion of a course involving ten or twelve class periods of fifty minutes each and a corresponding amount of time spent in preparation.

- (2) If he does not hold a Standard Leadership Training diploma does he complete at least two units of training per year?
- (3) Has he had at least a year of practice teaching under competent supervision?
- (4) Does his class work show evidence of careful preparation?
- (5) Does he read new books and articles on the subject of his work?

III. Organization and Administration

The junior department of the church school, in cooperation with other educational institutions, is responsible for the complete Christian education of its entire constituency. In order to make sure that its equipment, leaders, and program are used in the most effective manner, there must be a definite and effective plan for the organization and administration of the department.

7. *Unity of Program*

a. *Does the junior department have a unified program?*

The first step in making an effective plan for the organization and administration of the junior department is to make a study of the organizations in the church touching junior life. The second will be that of building a program that will give the pupils the experience and instruction necessary to the development of Christian character, and the third, so to allocate the elements in that program that there is no duplication of effort.

- (1) Is the junior department working under the council, or committee on religious education for the local church?
- (2) Is the department definitely related to the other phases of work being carried on in the church?
- (3) Is provision made in the budget of the church school for financing the work of the junior department?

8. *Staff of Workers*

a. *Is there an adequate staff of workers for the junior department?* To carry out its program the junior department must have a staff of adult leaders who are willing and able to work with boys and girls. The number and duties of these leaders are determined by the needs of the school and the tasks which must be done.

- (1) Is there a principal or superintendent of the junior department?
- (2) Does he supervise and unify the work of the department?
- (3) Is there a secretary who keeps all of the departmental records?

- (4) Is there a pianist who cooperates with the superintendent in making music a vital factor in the departmental program?
- (5) Does he play accurately, sympathetically, and without "jazzing" the music?
- (6) Is there a teacher for each class group of eight or ten children?

NOTE.—Where there are adequate classrooms and trained, experienced teachers, larger classes may be formed. (See note on page 7.)

b. *Are the leaders appointed officially?* "Just anybody" cannot do successful work in a junior department. The leaders must be selected with care and made officials of the church.

- (1) Are the officers and teachers of the junior department appointed by the responsible board or committee of the church?
- (2) Are they appointed or re-appointed annually?
- (3) Are they installed in their positions in such manner as to impress upon them their responsibility and give them recognition before the church constituency?

c. *Is there provision for training?* To have an adequate staff the church school must provide means for training its junior workers.

- (1) Are there available to the junior department leaders, local training classes, community schools, or are scholarships at summer schools provided?
- (2) Do the junior leaders participate in the workers' council of the church school, report their work to it, and hear of the work of the school as a whole?
- (3) Are there available in the church school library, books and magazines dealing with the work of the junior department?

9. *Supervision of Workers*

a. *Is there adequate supervision and provision for growth?* A growing teacher needs constant help and guidance. A supervisor through visits to the session and subsequent conferences can help the teacher to recognize the strong and the weak points in his teaching and diagnose the class situation.

He can refer him to supplementary materials and offer other practical suggestions for improvement.

- (1) Is there a system of supervision in the department which aims to interest teachers in self-improvement and to give encouragement and guidance?
- (2) Is there provision for regular conferences of teachers and officers to discuss departmental and individual problems and to plan activities?
- (3) Are all the teachers thoroughly familiar with the aims of the church school, and do they share in the responsibility of planning the yearly or monthly program for the department?

b. *Is there opportunity for observation?*

- (1) Is provision made for the teachers to visit other classes or departments?
- (2) Do the teachers visit the grammar schools of the community to observe method?
- (3) Are the results of these visits reported to the departmental staff?

10. *Constituency*

The total program of the church school is planned and administered for the religious nurture of the boys and girls for whom it is responsible. It cannot help those whom it does not reach. The first step is to know the constituency for which it is responsible.

a. *Does the junior department know the constituency for which it must provide?*

- (1) Does the junior department have an accurate list of the names of all children of junior age whose parents are members of the local church?
- (2) Has it secured during the year, through a survey or in some other way, a list of children in the community of junior age who have no church relationships?
- (3) Is there a definite continuous plan in operation for securing the enrolment of the children thus discovered? [See I, 1, a, (5)]

b. *Does the junior department have an adequate plan of grouping and promotion?* Members of the department should be graded on the basis of their development and spiritual needs. Some schools follow the calendar age exclusively ; others follow school grade exclusively. Neither is wholly desirable. Careful consideration should be given to the pupil's physical maturity, school grade, religious development, and social grouping. In individual cases where grouping presents a problem, the ultimate decision should be such as to place the child where he can be at ease and where he can enjoy attacking new problems with sufficient familiarity to be within his comprehension.

- (1) Is there a junior department in the church school made up of children in approximately the fourth, fifth, and sixth grades, or 9, 10, and 11 years of age?
- (2) Are these pupils divided into classes of children in approximately the fourth, fifth, and sixth grades, or 9, 10, and 11 years of age, respectively?
- (3) Are individual cases which present problems in grouping given special attention?
- (4) Is provision made for regular promotion, at least once a year?
- (5) Is there a definite basis for promotion which takes account of the pupils' progress and development?

c. *Do the pupils participate in the program?* The program of the junior department should not be a performance staged for the benefit of an audience, but should be participated in heartily by all. Leaders should endeavor to lead the pupils in genuinely social participation in the work and worship of the department.

- (1) Do the pupils share in the planning of service activities?
- (2) Do they have a voice in the use made of the offering?
- (3) Do they suggest activities for the department and share in these activities?
- (4) Do they help to prepare the room for the sessions?
- (5) Do they learn and use the materials of worship?
- (6) Do they contribute songs, prayers, and gifts to help make the program?

d. *Do the pupils attend regularly and punctually?*

- (1) Is the average attendance 75% to 100% of the average number belonging to the department? ¹
- (2) Do at least 90% of the pupils attending arrive at the opening of the school?

11. *Records and Reports*

a. *Does the department have an adequate system of records and reports?* In order to be able to evaluate and check up on its work and to indicate to the committee on education its progress and its needs, the junior department must have usable records and make careful, easily interpreted reports.

- (1) Does the junior department have a system of records showing at least the name, parents' names, address, age, school grade, and attendance record of each pupil?
- (2) Are these records regularly and accurately kept by an officer designated for the purpose?
- (3) Are the records kept from year to year showing the pupil's progress?
- (4) Are absentees promptly followed up?
- (5) Are the records revised at least once a year?
- (6) Are names dropped only after definite efforts have been made to ascertain the reason for the pupils' leaving the department?
- (7) Are the records used by the officers of the department in order to improve the condition within the department?
- (8) Is the condition of the department, its needs, and its achievements regularly reported to the workers' council of the church school?

¹ First find the *average attendance*. This is done by adding the attendance figures (exclusive of visitors) on all the sessions of the school year and dividing this sum by the number of sessions held. Now divide the average attendance by the *average number of pupils* belonging to the department during the school year, and you will have the answer to question (1) in terms of *per cent of attendance*.

12. *Outside Relationships*

The aim of the entire program of the junior department is to develop Christian living, and if the work of the department is to progress satisfactorily toward that goal, a unified educational program is essential. Within the local church the program of religious education for junior children should conserve all the valuable features offered by various organizations, but it should see to it that they reach the child as parts of a whole, not as unrelated units. Without the church are important agencies which contribute largely to the education of the child. The program of religious education cannot fail to take account of these agencies and work with them.

a. *Does the junior department recognize its relationships to the home?* The home has had the junior child for a longer period of the life of the child than any other agency. He is still very largely dependent upon it and subject to its authority. The character of the home is the largest single influence in the life of a junior child; and home experiences offer the largest opportunity for learning to live the Christian life. The junior department must, therefore, work in closest cooperation with the home.

- (1) Is there a definite plan for meetings and conferences of parents and teachers for the purpose of discussing the religious education of juniors and securing an interchange of experience and viewpoint?
- (2) Do the teachers through personal visits at least once a year know the home surroundings of their pupils?
- (3) Are problems of behavior which become acute in the department talked over with the parents?
- (4) Are pamphlets dealing with child nurture made available to parents who request them or tactfully brought to their attention if they need them?
- (5) Are written reports made to the parents of the progress of their children in the junior department?
- (6) Are the parents invited to visit the department and cooperate in its activities?
- (7) Are definite efforts made to help the parents realize that the major responsibility for the religious education of their children rests with the home, and that the junior department is the agency of the church for cooperating with them in this task?

b. *Does the junior department recognize its relationship to the church?* The junior department is a part of the church. It is not a separate organization. The children, their parents, and the officers of the junior department should think of the department in its relationship to the church.

- (1) Is there a definite plan for enlisting the active co-operation of the entire church constituency in the work of the junior department?
- (2) Do the officers of the church school, the pastor, and the committee on religious education visit the junior department, and are they made welcome by teachers and pupils?
- (3) Does the church budget carry an item for the work of the junior department?
- (4) Do the officers and teachers of the junior department cooperate in the work of the school as a whole, through attending workers' council meetings, carrying out in their department projects adopted for the school as a whole, serving on committees of the workers' council, and so on?
- (5) Do the children of the junior department have occasional opportunity for meeting with the entire school for worship and fellowship?

c. *Does the junior department recognize its relationship to other agencies?* The junior child has interests and experiences outside of the home and church. He goes to school and many new situations are arising here which must be interpreted. He goes to the public playground, to the movie, to parks, and so on. Each of these relationships holds large opportunities for religious education. The junior department must take advantage of these opportunities.

- (1) Does the junior department have regular contacts with the school life of its pupils?
- (2) Do the teachers visit the school?
- (3) Do they invite the school teachers to visit the department and make suggestions?
- (4) Does the department take into account in planning its program the specific items in the program of general education which interest the pupil?

- (5) Does the department take into account the specific experiences of the playground in planning its program?
- (6) Is any effort made to assist the pupils in selecting the movies they will see?
- (7) Is any effort made to secure for the community a better type of movies for children?

IV. Housing and Equipment

The building in which the church school is held is a silent teacher from which the child learns many lessons. Many church buildings can be greatly improved in both exterior and interior appearance. While it is possible to do good work with meager facilities, and while excellent working conditions will not guarantee educational results, it is true that proper space and equipment are a great aid to good work. It is not always possible to have ideal conditions, but while making the most of present facilities, plans should be made and every effort put forth to provide the best possible conditions for the department program.

13. *Rooms*

a. *Is the junior department adequately housed?* The room, or rooms, in which juniors meet must be suitable for the purpose. The informality of the program of a junior department including, as it does, varied activities, makes necessary more space per pupil than would be required for a formal seating of the group. The ideal conditions for the class session call for a separate room for each class.

- (1) Is the floor space provided for each pupil equal to the following requirement: (a) for assemblies, 7 square feet; (b) for classrooms, 8 to 15 square feet; (c) for rooms used for both assembly and classes, 15 square feet?
- (2) When classes are placed close to each other is there separation by screens?
- (3) Are groups that worship simultaneously separated by sound-proof partitions?

- (4) Are toilet facilities available, separate for boys and girls?
- (5) Is there a cloak room or closet for the pupils' wraps, preferably outside the assembly room?

b. *Is the room properly located?*

- (1) Is the room so placed in the church plan as to provide for sunlight and fresh air?
- (2) Are the rooms free from external physical distractions, such as noise of street cars, and so on?
- (3) Is the light for assembly rooms, classrooms, and halls such as to be pleasing and to make good work possible without eye strain?

14. *Equipment*

a. *Is the junior department adequately equipped?* The equipment should meet the needs of the department. Neither teacher nor pupil should be handicapped for lack of working tools.

- (1) Is the furniture provided for the room substantial and comfortable?
- (2) Are the furnishings, woodwork, walls, floor covering, and hangings harmonious?
- (3) Has the room the following equipment?
 - (a) Seating: for the assembly room, suitable seating (pews or comfortable chairs); for the classroom, tablet armchairs, chair-desks, or straight chairs and tables. If the individual chair-desk or tablet armchair is used, a small table for the teacher is desirable.
 - (b) Additional equipment for officers: a table should be provided for the departmental principal or superintendent, and a desk for the departmental secretary.
 - (c) Cabinet: with lock and key for departmental supplies, and a locker or cabinet in classrooms for class materials.
 - (d) Blackboard: for each class. It is desirable to have one also for occasional use in the assembly room.

- (e) Pictures: at least one good picture, well framed and suitable for junior children should have a place as permanent equipment for the departmental room.
- (f) Piano: is essential in the junior department.
- (g) Hymnbooks: containing hymns and other materials suitable for junior worship services.
- (h) Maps: either in classroom, or in a departmental file.

15. *Literature and Supplies*

a. *Is the junior department adequately supplied with literature and materials?*

- (1) Is a minimum of \$1.50 per pupil spent each year on supplies?
- (2) Is each pupil properly supplied with working materials?
- (3) Are teachers properly supplied with professional magazines and teaching materials?
- (4) Is the school adequately supplied with Bibles?

16. *Service and Upkeep*

a. *Is there adequate janitor service?* One of the conditions of good work in a junior department is an efficient plan of upkeep. A good janitor is indispensable and a building committee must see to it that necessary repairs are made promptly, and that rooms are redecorated often enough to keep them attractive.

- (1) Is the heating system adequate at all times? Are thermometers in use and kept as nearly as possible at 68 degrees during the winter season?
- (2) Is the air in all rooms kept fresh throughout each session? (This should be carefully checked up by one who visits different rooms from time to time.)
- (3) Is the building, including furniture and fixtures, kept clean?
- (4) Are the grounds, lawn, and exterior of the building as attractive as they can be made?

b. *Is there careful upkeep of the department?*

- (1) Is the plumbing kept in good repair?
- (2) Is the room redecorated often enough to keep it fresh and attractive?
- (3) Is broken or worn out furniture promptly repaired or replaced?

Appendix

HOW TO USE THIS STANDARD

1. Make a careful study of the standard itself so that it may be fully understood. This study should be made by all of the teachers and officers of the department. This will make an excellent program for one or more meetings of your teachers and officers. One of the chief values of the standard is to enable your workers to see their tasks in a bigger light, and to make plans for improvement.

2. Plan to score your department. This may be done either by one individual, by a committee appointed for the purpose, or by a whole group of workers cooperatively. If the latter plan is used it will be necessary for an individual or committee to gather certain data outside of meetings. For this purpose the special *scoring pamphlet* should be secured, and a copy placed in the hands of each person who is to assist with the scoring. Make a careful rating of your department on each of the items of the standard, and put your results in such form that they can be preserved for future use.

3. If the scoring has been done by an individual or a committee, report the results to the entire group of workers. Give them an opportunity to discuss the scores assigned on each of the items. Discuss freely ways in which the department may be improved in order to score higher on these items. Out of this discussion should grow a program for the improvement of the department.

4. Plan a definite period during which the improvements on which you have agreed are to be made. This may occupy a quarter, two quarters, or a year. It is well to plan to do one or a few things at a time in order not to confuse your workers with many details. Let each understand clearly what the things are that he is to do in order to effect the desired improvement in the department.

5. At the end of the period set for improvement score your department again as before. Make a careful record of

your rating on each of the items and compare this with the rating made on the first scoring.

6. Report again to the entire group of workers. Since a number of new workers will probably have been added to your group since the first scoring it will be well to take time to interpret the items of the standard wherever necessary. Let the workers see the results of the two scorings side by side. A good way to do this is by means of a graph with a different colored line to represent each of the scorings. Discuss fully in your workers' conference the results of this second scoring. Out of this should grow a new goal for attainment which may occupy another period of time, at the end of which the process of measurement will be repeated.

INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION

Scoring Manual

For use with
the

Standard
for the
Junior Department



THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
203 NORTH WABASH AVENUE, CHICAGO, ILLINOIS

Price 15 cents per copy, cash with order
Printed in the U. S. A.

Scoring Manual

for use with the

Standard for the Junior Department

THIS scoring manual has been prepared for use with the *Standard for the Junior Department* of the Church School. The full interpretation of the points is given in the standard pamphlet itself.

A small committee should be made responsible for the work of scoring. Such a committee should plan to spend a liberal amount of time on this work. If possible, the members of the committee should be free on Sunday morning in order to observe the work in the department.

To begin with, the committee should study the entire standard and make its plans for securing the necessary data for scoring. In some cases the facts may be obtained from the records, in some cases by consultation with workers, in some cases by actual observation, and in still other cases by measurement of rooms. Some data can best be obtained when the school is not in session, other data must be secured while the session is going on. The teachers and officers should participate as largely as possible in the scoring, both in helping to determine the standing of the department, and in planning ways of improvement. Such self-rating will stimulate to better work.

Some of the items in the standard can be scored exactly on the basis of facts and figures available. Others require the exercise of judgment on the part of the scorer. Wherever such judgment must be based upon observation of the work which is being done, it is desirable to have several observations made and to take the average of the scores assigned at each observation.

In the case of a few of the items a department can earn either *all* or *none* of the points allowed for such item. In the scoring instructions these are stated thus: "Score 5 or 0." On most of the items, however, a department will receive a proportion of the perfect score, depending on the extent to which it has reached the ideal. These are stated thus: "Score 0 to 5." In scoring such items it is helpful to think of the worst possible department as scoring 0, the best possible department as scor-

ing perfect, and then deciding at which point between these two extremes the department in question would fall.

In following the scoring directions, it will be unavoidable to have some of your scores run into fractions. When these figures are summed up for each of the 16 major items, use the nearest whole numbers as your totals. (Begin with the decimal .5 in changing the totals to the next higher whole numbers.)

In the following directions, the numerical value allowed each main question under each item is indicated. The possible scores are indicated for each secondary question. In most cases the secondary questions, which appear in the standard pamphlet itself but are not repeated here, are so worded as to require no further information for scoring. Wherever necessary, however, instructions have been given on how to score. A summary form appears on the final page of this manual, to which the scores may be transferred after they have been determined.

The 1,000 points were assigned to the four main divisions on the basis of relative importance. The score assigned to each of the four major divisions was distributed among the subdivisions under each. Obviously the greater the number of subdivisions under any one major division, the smaller the score allotted to each such subdivision. Therefore, the score of one subdivision should not be compared with the score of another subdivision.

This standard is scored on the basis of 1,000 points. If it is desired to show the score in percentages, divide your actual score by 10.

I. Curriculum (325)

1. Fellowship (80)

a. *Does fellowship pervade the entire session of the department?* (38)

(1) Score 0 to 8.....

(2) Score 0 to 10.....

(3) Score 0 to 7.....

(4) Score 0 to 7.....

(5) Score 0 to 6.....

TOTAL FOR a.....

b. *Is there thoughtful provision for social and recreational life? (14)*

(1) Score 0 to 7.....

(2) Score 0 to 7.....

TOTAL FOR b.....

c. *Is there provision for experience in the church family? (28)*

(1) Score 0 to 7.....

(2) Score 0 to 7.....

(3) Score 0 to 7.....

(4) Score 0 to 7.....

TOTAL FOR c.....

TOTAL FOR FELLOWSHIP.....

2. *Worship (85)*

a. *Is there adequate time for worship? (12)*

(1) Score 0 to 5.....

Allow full credit for 20 minutes, deduct one for every two minutes below 20. Allow no credit for less than 12 minutes.

(2) Score 0 to 4.....

(3) Score 0 to 3.....

TOTAL FOR a.....

b. *Is there a high quality of worship? (24)*

(1) Score 0 to 3.....

(2) Score 0 to 2.....

(3) Score 0 to 4.....

(4) Score 0 to 2.....

(5) Score 0 to 2.....

(6) Score 0 to 2.....

- (7) Score 0 to 3.....
 (8) Score 0 to 2.....
 (9) Score 0 to 3.....
 Allow one point each for (a), (b),
 and (c).
 (10) Score 0 to 1.....
 TOTAL FOR b.....

*c. Is there whole-hearted participation
 in the service? (20)*

- (1) Score 0 to 5.....
 (2) Score 0 to 5.....
 (3) Score 0 to 5.....
 (4) Score 0 to 5.....
 TOTAL FOR c.....

d. Are the materials of worship graded? (14)

- (1) Score 0 to 3.....
 (2) Score 0 to 2.....
 (3) Score 0 to 2.....
 (4) Score 0 to 2.....
 (5) Score 0 to 2.....
 (6) Score 3 or 0.....
 TOTAL FOR d.....

e. Is there provision for training in worship? (15)

- (1) Score 0 to 4.....
 Allow full credit for 10 minutes or
 more. Deduct 1 point for each minute
 below 10. Allow no credit for less than
 6 minutes.
 (2) Score 0 to 3.....
 (3) Score 0 to 3.....
 (4) Score 0 to 3.....
 (5) Score 2 or 0.....
 TOTAL FOR e.....

TOTAL FOR WORSHIP.....

3. Service (80)

a. *Are the junior's gifts of service and money his own? (33)*

(1) Score 0 to 5.....

(2) Score 0 to 4.....

(3) Score 0 to 5.....

(4) Score 0 to 5.....

(5) Score 0 to 5.....

(6) Score 0 to 5.....

(7) Score 0 to 4.....

TOTAL FOR a.....

b. *Do the pupils help to plan their service activities? (11)*

(1) Score 0 to 6.....

(2) Score 0 to 5.....

TOTAL FOR b.....

c. *Are the service activities constructive and worthy? (26)*

(1) Score 0 to 5.....

(2) Score 0 to 5.....

(3) Score 0 to 5.....

(4) Score 0 to 5.....

(5) Score 0 to 6.....

TOTAL FOR c.....

d. *Are the service projects continuous? (10)*

(1) Score 5 or 0.....

(2) Score 0 to 5.....

TOTAL FOR d.....

TOTAL FOR SERVICE.....

4. Study (80)

a. Is the time allowance adequate? (16)

(1) Score 0 to 10.....

Determine the exact length of class session over a period of three to five Sundays and find the average. If this average is 30 minutes or more, allow full credit. Reduce the credit by one point for each minute it falls below 30, allowing no credit for less than 20 minutes.

(2) Score 0 to 6.....

Allow full credit for 10 minutes. Deduct 2 points for each minute below 10. Allow no credit for less than 7 minutes.

TOTAL FOR a.....

b. Are the materials graded and adapted to the group? (26)

(1) Score 0 to 6.....

(2) Score 0 to 5.....

(3) Score 0 to 5.....

(4) Score 0 to 6.....

(5) Score 0 to 4.....

TOTAL FOR b.....

c. Is there a purposeful approach to work? (25)

(1) Score 0 to 10.....

(2) Score 0 to 8.....

(3) Score 0 to 7.....

TOTAL FOR c.....

d. Is provision made for the cultivation of open-mindedness? (13)

(1) Score 0 to 6.....

(2) Score 0 to 7.....

TOTAL FOR d.....

TOTAL FOR STUDY.....

II. Leadership (285)

The chart at the center of this booklet has been prepared for convenience in scoring the department's leadership. The score of each worker must be determined on the basis of the perfect scores shown in the first column of the chart, and then the average for the department determined. It will be noted that the columns are numbered. This will make it convenient to assign a number to each worker, thus making it impossible for the casual observer to tell which column covers the score of a particular worker. If a department has more workers than the number of columns in the chart, this can easily be expanded by pasting on a plain piece of paper, or the right-hand section of the chart from another scoring booklet.

Some competent, impartial person or committee should score the workers on this chart. It will probably not be practical to ask all the workers to hand in their own scores since they will not want to show their ratings on some of the questions. There is great value, however, in self-rating on the part of workers. Such self-examination should be an incentive to improvement. Departments desiring to have their workers make a rating of themselves may secure separate rating charts based upon the leadership section of *Standard A for the Sunday Church School* at 15c per dozen. This rating chart has been prepared with the general school in mind rather than one particular department, but includes most of the items given in the *Standard for the Junior Department*.

With but few exceptions, the questions in the standard indicate clearly how the scoring is to be done. The following notes will cover the questions on which further guidance will be needed:

- 6a (1) Allow 2 points credit for each unit in the leadership curriculum or the equivalent thereof which the worker has completed up to a total of 12. Reserve the additional four points for special work in religious education, such as courses in college, professional or graduate schools.
- 6a (2) Allow 10 points for one unit of credit; 15 points for 2 or more units of credit. If the leader already holds a Standard Leadership Training diploma add the points allowed for this question to question (5).
- 6a (3) Allow full credit for one or more years of practice teaching; no credit for less than one-half year.

Scoring Sheet for

5. <i>Personal Qualities</i>		PERFECT SCORE	1
<i>a. Effective Personality</i>			
(1)	Regularity and promptness	15	
(2)	Love for boys and girls	15	
(3)	Courteousness	10	
(4)	Neatness and attractiveness	15	
(5)	Unprejudiced attitude	10	
(6)	Co-operation	15	
TOTAL FOR <i>a</i>		80	
<i>b. Skill in Leadership</i>			
(1)	Participation in worship services	15	
(2)	Sensing readiness to worship	15	
(3)	Study of pupil needs	15	
(4)	Cultivating the habit of prayer	10	
TOTAL FOR <i>b</i>		55	
<i>c. Religious Experience</i>			
(1)	Respect and confidence of group	15	
(2)	Loyalty to church	15	
TOTAL FOR <i>c</i>		30	
TOTAL FOR PERSONAL QUALITIES		165	
6. <i>Training and Experience</i>			
(1)	Training in religious education	28	
(2)	Credit during year	25	
(3)	Practice teaching	20	
(4)	Careful preparation	25	
(5)	Educational reading	22	
TOTAL FOR TRAINING AND EXPERIENCE		120	
Grand Total Score for Leadership		285	

Part II—Leadership

[illegible]

III. Organization and Administration (245)

7. *Unity of Program* (50)

a. *Does the junior department have a unified program?* (50)

(1) Score 16 or 0.....

(2) Score 0 to 17.....

(3) Score 17 or 0.....

TOTAL FOR UNITY OF PROGRAM.....

8. *Staff of Workers* (35)

a. *Is there an adequate staff of workers for the junior department?* (18)

(1) Score 3 or 0.....

(2) Score 0 to 4.....

(3) Score 2 or 0.....

(4) Score 0 to 3.....

(5) Score 0 to 2.....

(6) Score 4 or 0.....

TOTAL FOR a.....

b. *Are the leaders appointed officially?* (8)

(1) Score 3 or 0.....

(2) Score 2 or 0.....

(3) Score 3 or 0.....

TOTAL FOR b.....

c. *Is there provision for training?* (9)

(1) Score 0 to 4.....

(2) Score 0 to 3.....

(3) Score 0 to 2.....

TOTAL FOR c.....

TOTAL FOR STAFF OF WORKERS.....

9. *Supervision of Workers* (50)

a. *Is there adequate supervision and provision for growth?* (27)

(1) Score 0 to 9.....

(2) Score 0 to 9.....

Allow credit only if at least one conference is held each quarter.

(3) Score 0 to 9.....

TOTAL FOR a.....

b. *Is there opportunity for observation?* (23)

(1) Score 0 to 8.....

(2) Score 0 to 8.....

(3) Score 0 to 7.....

TOTAL FOR b.....

TOTAL FOR SUPERVISION OF WORKERS.....

10. *Constituency* (50)

a. *Does the junior department know the constituency for which it must provide?* (11)

(1) Score 4 or 0.....

(2) Score 3 or 0.....

(3) Score 4 or 0.....

TOTAL FOR a.....

b. *Does the junior department have an adequate plan of grouping and promotion?* (18)

(1) Score 4 or 0.....

(2) Score 4 or 0.....

(3) Score 0 to 3.....

(4) Score 3 or 0.....

(5) Score 4 or 0.....

TOTAL FOR b.....

c. *Do the pupils participate in the program? (12)*

(1) Score 0 to 2.....

(2) Score 0 to 2.....

(3) Score 0 to 2.....

(4) Score 0 to 2.....

(5) Score 0 to 2.....

(6) Score 0 to 2.....

TOTAL FOR c.....

d. *Do the pupils attend regularly and punctually? (9)*

(1) Score 0 to 5.....

Allow two points credit if the average attendance is 75% to 80%; four points if it is 80% to 90%; and five points if it is 90% to 100%.

(2) Score 0 to 4.....

Allow two points credit if the percentage arriving on time is 90 to 95; four points if it is 95 to 100.

TOTAL FOR d.....

TOTAL FOR CONSTITUENCY.....

11. *Records and Reports (25)*

a. *Does the department have an adequate system of records and reports? (25)*

(1) Score 0 to 4.....

(2) Score 0 to 4.....

(3) Score 3 or 0.....

(4) Score 0 to 2.....

(5) Score 2 or 0.....

(6) Score 2 or 0.....

(7) Score 0 to 4.....

(8) Score 0 to 4.....

TOTAL FOR RECORDS AND REPORTS.....

12. *Outside Relationships* (35)

a. *Does the junior department recognize its relationships to the home?* (13)

(1) Score 2 or 0.....

(2) Score 0 to 2.....

Base score on the proportion of homes so visited.

(3) Score 0 to 2.....

(4) Score 0 to 1.....

(5) Score 2 or 0.....

(6) Score 0 to 2.....

(7) Score 0 to 2.....

TOTAL FOR a.....

b. *Does the junior department recognize its relationship to the church?* (9)

(1) Score 1 or 0.....

(2) Score 0 to 2.....

(3) Score 1 or 0.....

An item in the budget for religious education, in which the junior department shares, will meet this requirement.

(4) Score 0 to 3.....

(5) Score 2 or 0.....

TOTAL FOR b.....

c. *Does the junior department recognize its relationship to other agencies?* (13)

(1) Score 0 to 2.....

(2) Score 0 to 2.....

(3) Score 1 or 0.....

(4) Score 0 to 2.....

(5) Score 0 to 2.....

(6) Score 0 to 2.....

(7) Score 0 to 2.....

TOTAL FOR c.....

TOTAL FOR OUTSIDE RELATIONSHIPS.....

IV. Housing and Equipment (145)

13. Rooms (40)

a. *Is the junior department adequately housed?* (23)

(1) Score 0 to 7.....

Allow half the score for adequate space for assembly purposes, and half the score for adequate space for classroom purposes. The score should be based on the number of pupils provided with adequate space.

(2) Score 0 to 4.....

(3) Score 0 to 5.....

(4) Score 0 to 4.....

(5) Score 0 to 3.....

TOTAL FOR a.....

b. *Is the room properly located?* (17)

(1) Score 0 to 7.....

(2) Score 0 to 4.....

(3) Score 0 to 6.....

TOTAL FOR b.....

TOTAL FOR ROOMS.....

14. Equipment (35)

a. *Is the junior department adequately equipped?* (35)

(1) Score 0 to 8.....

(2) Score 0 to 7.....

(3) Score 0 to 20 as follows:

(a) Score 0 to 4.....

(b) Score 0 to 1.....

(c) Score 2 or 0.....

(d) Score 0 to 3.....

(e) Score 2 or 0.....

(f) Score 0 to 3.....

Base score on tone quality and attractiveness.

(g) Score 0 to 3.....

(h) Score 0 to 2.....

TOTAL FOR EQUIPMENT.....

15. *Literature and Supplies* (40)

a. *Is the junior department adequately supplied with literature and materials?* (40)

(1) Score 0 to 10.....

Allow full credit for \$1.50 or more; reduce credit by one point for each 5c below this amount. Allow no credit for less than \$1.00.

(2) Score 0 to 10.....

Base score on the percentage of pupils properly supplied.

(3) Score 0 to 10.....

Base score on the percentage of teachers properly supplied.

(4) Score 0 to 10.....

A department may be considered adequately supplied when there is at least one Bible of readable type and in good condition to each two pupils.

TOTAL FOR LITERATURE AND SUPPLIES.....

16. *Service and Upkeep* (30)

a. *Is there adequate janitor service?* (18)

(1) Score 0 to 5.....

(2) Score 0 to 5.....

(3) Score 0 to 5.....

(4) Score 0 to 3.....

TOTAL FOR a.....

b. Is there careful upkeep of the department? (12)

(1) Score 0 to 4.....

(2) Score 4 or 0.....

(3) Score 0 to 4.....

TOTAL FOR *b*.....

TOTAL FOR SERVICE AND UPKEEP.....

Grand Total Department Score.....

*Percentage Standing of Department (Divide
Total by 10).....*

Summary

	Perfect Score	Department Score	Total
I. Curriculum			
1. Fellowship	80	——	
2. Worship	85	——	
3. Service	80	——	
4. Study	80	——	
TOTAL FOR CURRICULUM.....	325		——
II. Leadership			
5. Personal Qualities.....	165	——	
6. Training and Experience.....	120	——	
TOTAL FOR LEADERSHIP.....	285		——
III. Organization and Administration			
7. Unity of Program.....	50	——	
8. Staff of Workers.....	35	——	
9. Supervision of Workers.....	50	——	
10. Constituency	50	——	
11. Records and Reports.....	25	——	
12. Outside Relationships.....	35	——	
TOTAL FOR ORGANIZATION AND ADMINISTRATION	245		——
IV. Housing and Equipment			
13. Rooms	40	——	
14. Equipment	35	——	
15. Literature and Supplies.....	40	——	
16. Service and Upkeep.....	30	——	
TOTAL FOR HOUSING AND EQUIPMENT.....	145		——
Grand Total	1000		——
Per Cent	100		——

INTERNATIONAL STANDARDS IN RELIGIOUS EDUCATION

Standard
for

Intermediate, Senior, and Young People's
Departments, or Combinations of Depart-
ments, in the Young People's Division
of the Sunday Church School



THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
203 NORTH WABASH AVENUE, CHICAGO, ILLINOIS

INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION

Standard
for
Intermediate, Senior, and Young People's
Departments, or Combinations of Depart-
ments, in the Young People's Division
of the Sunday Church School

Approved, February 1930, by
The International Council of Religious Education
22nd Floor, 203 North Wabash Avenue
Chicago, Illinois

Price 20 cents

THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
203 NORTH WABASH AVENUE, CHICAGO, ILLINOIS

INTERNATIONAL STANDARDS IN RELIGIOUS EDUCATION

GENERAL STANDARDS

The Educational Work of the Church (in preparation)
Standard A for the Sunday Church School
Standard B for the Sunday Church School
Standard for the Vacation Church School
Standard for the Weekday Church School

DEPARTMENTAL AND DIVISIONAL STANDARDS

Standard for the Beginners' Department
Standard for the Primary Department
Standard for the Junior Department
Standard for Intermediate, Senior, and Young People's Departments, or Combinations of Departments, in the Young People's Division
Standard for Adult Religious Education in the Church

Copyright, 1930, by

The International Council of Religious Education

Printed in U. S. A.

Standard for the Intermediate, Senior, and Young People's Departments, or Combinations of Departments, in the Young People's Division of the Sunday Church School

PURPOSE OF THIS STANDARD

THE purpose of this standard is to help leaders in the intermediate, senior, and young people's departments or in combinations of these departments to examine their own work in order to improve it. This purpose is accomplished in two ways:

First, through indicating the important things to stress in a good department. Certain items have been selected for this standard because of their importance. Each of these items is described so as to give a clear idea of what is meant by it and why it is important. This is followed by some suggestions on how to attain it. Thus, in brief scope, a comprehensive picture is given for a program of religious education for these departments.

Second, through a plan for scoring each of the items in this standard. This makes it possible to measure the extent to which a department reaches the ideal. The total perfect score is 1,000 points. The number of points assigned to each item in the standard indicates approximately its relative importance. A department may score anywhere from 0 to 1,000 points. If it is desired to show this score in terms of per cent, this can easily be done by dividing it by 10. In the outline on page 6 the amount of credit allotted to each item is shown. The complete scoring directions are given in a separate scoring pamphlet.

USING THIS STANDARD

The primary value of this standard lies in enabling workers in these departments to visualize their own needs and in challenging them to better work. In order fully to serve its purpose, it is necessary that all the workers be familiar with it and evaluate their own work by it.

The standard has purposely been so constructed that few, if any, departments will score 1,000 points. Some will rate high on one item and some on another. It should challenge every de-

partment to improvement, without encouraging any to feel that it has arrived at the ultimate point of perfection. The test of its value lies in how much it stimulates departments to better work. The standard is not intended for comparing one department with another. If it is to be used for comparison, this should be done only under the guidance of an impartial expert scorer. More detailed directions for the use of this standard are given in the appendix on page 31.

WHAT IS THE CHURCH SCHOOL?

The term "church school" is used to designate that organization through which the entire educational program of the church is administered. The church school may carry out its complete program through various units of organization such as the Sunday church school, weekday church school, missionary societies, young people's societies, and other societies and clubs. In a church school which has a thoroughly integrated program these units of organization will provide a cumulative experience which preserves an essential unity in the life of the pupil. The term "Sunday church school" is used to designate the organization which commonly meets on Sunday morning for worship and study, or what is more generally known as the Sunday school.

A SYSTEM OF STANDARDS

This standard is one of a system of standards for religious education in the church. There is one comprehensive standard for the entire educational program of the church, entitled *The Educational Work of the Church*. Sometimes this entire educational program is spoken of under the general name *church school*. This program normally is divided into various agencies, such as the Sunday church school, with its departments, the vacation church school, and the weekday church school. Standards are provided for each of these phases of the program, related to the comprehensive standard for the educational program. The standard at present before us is designated *Standard for the Intermediate, Senior, and Young People's Departments, or Combinations of Departments, in the Young People's Division*.

This standard has been made to apply to the young people's division and its departments of the Sunday church school. In a church where a department of the Sunday church school is but one of several agencies carrying joint responsibility for a unified program of religious education for an age group, other agencies being a young people's society, missionary group, et cetera, it should cooperate with these other agencies in order to avoid

overlapping and duplication. Throughout this standard a department should be regarded as meeting the requirements on any given item if it definitely cooperates with other educational agencies of the church, and discharges its share of the responsibility covered by that particular item. This relationship can best be maintained through the use of the comprehensive standard, *The Educational Work of the Church*.

THE OBJECTIVES OF RELIGIOUS EDUCATION

The final test of the school of religious education is the extent to which it leads pupils in learning to live the Christian life. This life-centered objective should be kept constantly in mind in evaluating the work of a department. The fundamental questions on which this evaluation should be based are such as these:

1. Does it lead the pupil into a personal relationship with God?
2. Does it develop in the pupil a growing understanding and appreciation of the life and teachings of Jesus, lead to loyalty to Jesus as Savior, Friend, and Leader, and result in an acceptance of his cause?
3. Does it lead to a progressive development of character in harmony with the ideals of Jesus?
4. Does it lead into enthusiastic and intelligent participation in the building of a Christian community and world?
5. Does it develop an intelligent understanding of the purpose and work of the church, leading to habitual, joyous participation in its life and work?
6. Does it lead to the acceptance of a Christian interpretation of life and the universe?
7. Does it provide for an increasing knowledge, understanding, and love of the Bible, and an intelligent appreciation of other records of Christian experience?

These questions must constantly be before the leaders of the educational work in the church. Success can be rated only in terms of the ability to give an affirmative answer to one or more of them. If we had perfect measuring sticks whereby we could ascertain the extent to which these ideals have been attained we would not need to go further in this standard. We do not, however, have such measures of spiritual attainment. Only very gradually are such instruments of measurement emerging.

We must therefore move beyond the statement of desired

product to that of the *conditions* under which this product will most likely be attained. Here we can be more specific in our requirements and more mechanical in our measurement. Even here we must bear in mind that the only purpose for setting up ideal conditions is that the best product may be attained. The items which will be presented in the remainder of this standard are *means*, not ends in themselves.

THE MEANS FOR ACHIEVING THE OBJECTIVES

The following outline will give a bird's-eye view of the scope of this standard. The figures following each item indicate the portion of the total 1,000 points to be allotted to it.

I. *Curriculum* (325)

1. Worship (70)
2. Service (65)
3. Study (70)
4. Social and Recreational Life (55)
5. Personal Religious Life (65)

II. *Leadership* (285)

6. Personal Qualities (95)
7. Skill in Leadership (95)
8. Training and Experience (95)

III. *Organization and Administration* (245)

9. Unity of Program (35)
10. Finance (25)
11. Staff of Workers (35)
12. Training and Supervision of Workers (45)
13. Departmental Constituency and Membership (35)
14. Departmental Session (20)
15. Records and Reports (20)
16. Outside Relationships (30)

IV. *Housing and Equipment* (145)

17. Rooms (40)
18. Equipment (35)
19. Literature and Supplies (40)
20. Service and Upkeep (30)

In the following pages there will be presented in detail the description of the various items in this standard together with questions which will indicate what is required to attain them.

I. Curriculum

Since we learn to live by living, it must follow that a department will succeed best when it gives its members the fullest opportunity to live the Christian life in their work, study, play, and worship. The curriculum of any one of these departments includes, therefore, all of the activities of the department through which its members learn to live the Christian life. For convenience, they may be grouped under the topics: worship, service, study, social and recreational life, and personal experience, but the leader will recognize always that such topics are not hard and fast lines of division in the program.

1. *Worship*

Worship is an important means of developing a sense of personal fellowship with God and of helping youth in living the Christian life. While such worship may occur at any time the group is meeting, there should also be regular provision for worship and worship services in which young people can participate with understanding and appreciation as a part of their regular program. This provision should include regular participation in the preaching worship service of the church, such participation to be definitely planned for and properly correlated with other worship experiences provided for these young people.

a. *Is there adequate time for worship?* Because of the importance of worship in Christian experience, the church should provide adequate opportunity for training and practice therein.

- (1) Is there opportunity in the department for a worship session of from fifteen to twenty minutes? If not, is adequate opportunity for worship provided elsewhere, i. e., in church service or young people's society?
- (2) Is this period used for worship only, and free from such distractions as announcements, training in new hymns, etc.?
- (3) Are other opportunities for informal and spontaneous worship utilized when the groups are out-of-doors, at camp, on hikes, at fellowship affairs, etc.?

b. *Is the worship of a high quality?* Programs should be carefully prepared and materials selected with reference to a central theme closely related to the experience, interests, and needs of the worshipers. The music used, both instrumental and vocal, should be appropriate to the theme and of such beauty

and dignity as to create an atmosphere of worship. The room should be so arranged as to create a worshipful atmosphere.

- (1) Are the services of worship carefully prepared in advance?
- (2) Have the members of the department shared in choosing the theme, in preparing the service, and in conducting the worship itself, either by certain classes taking major responsibility for such work, or in other ways?
- (3) Is the service usually built around one theme, focusing the attention of the group on one thought so that the members receive a unified experience?
- (4) Have the members chosen some objective or purpose for their department by means, for example, of a motto that can be worked into the worship services as central theme with its various phases?
- (5) Are any materials which represent God as vengeful, warlike, spying, partial, afar off, or capricious, carefully debarred?
- (6) Are prayers, songs, comments by leader fitted to the level of intellectual and spiritual experience of the group?
- (7) Is the service free from drill, announcements, "peppy" exhortation to louder singing, membership campaigns, financial drives, etc.?
- (8) Do the songs measure up to the following standard:
(a) Are the verses good poetry? (b) Is the tune good music? (c) Is the thought content worthy of a place in religious education? (d) Does it fit the group?
- (9) Is there a variety of materials and plans from week to week such as, use of pictures, stereopticon, new seating arrangements, quiet meditation, unannounced music, etc.?

c. *Is there whole-hearted participation in the worship?*
Youth must participate if it is to have an experience of worship. Worship should be carried on in all cases *by* the members of the group rather than *for* them; the worship should not be a performance staged for the benefit of an audience but should be participated in by all as an experience. This ideal of vital participation may be carried out in two ways: by the group in every part of the program, and by individuals or groups as they take the leadership in any part of the program. Both are important.

The use of familiar forms and materials tends to insure participation. Worship services that closely touch the experiences of members or reflect the experiences of the group bring response; as does the feeling of belonging to and participating in the work of God and the world.

- (1) Is there opportunity in worship to make use of contributions of the group, such as original songs, prayers, suggestions, decorations, and so on?
- (2) Is the arrangement of the items in the worship service such as makes possible at each step the most wholehearted participation of the group?
- (3) Are members given opportunities to share according to their ability in the preparation, and conduct of the worship services?
- (4) Do members participate joyfully in the worship?

d. *Are the materials of worship graded?* An individual can worship in proportion to the extent to which he understands and appreciates the materials used because of their nearness to his own experiences. All worship materials must be graded to his capacities and needs.

- (1) Is the theme of the worship service one that grows out of the experience of the group?
- (2) Is the Scripture material used related to their experiences?
- (3) Do the prayers grow out of their experiences, express their needs, desires, and aspirations?
- (4) If a story is used, does it come well within their experiences in school, home, play, athletic competition, vocational choice, companionship, etc.?
- (5) Do the songs express their normal needs and aspirations?
- (6) Do the contents of the hymnal used in the department conform to the standard in I b (8) on page 8?

e. *Is the leadership adequate?* To lead a group in a public service of worship calls for careful preparation. The leader himself must be a worshiper before he can lead others into the experience of worship. He should identify himself in thought and feeling with the members of the group so that he shares in worship with them, rather than conducts a program for them.

- (1) Is the leader one whom the group knows and likes as a companion and a friend?
- (2) Does the leader make the personal preparation necessary to enter with purpose, sympathy, understanding, and poise into the service of worship?

- (3) Do those who lead in music and singing express the spirit of reverent devotion in keeping with the theme?
- (4) Do those who lead in prayer express ideas and feelings natural to members of the group?
- (5) Do the pupils share in leading the service as rapidly as they develop ability to do so?

f. *Is there provision for training in worship?* Provision should be made for training in the materials and ways of expression in worship. The members of the group should become familiar with new hymns, forms of prayer, and other materials for worship. Special attention should be given to the interpretation of these materials so as to lead to appreciation and avoid the tendency to mere mechanical repetition. A special time for learning materials of worship should be provided, but in all cases this should be carefully separated from the worship service itself.

- (1) Is provision made for training in the singing of hymns, sharing in memorized Scripture responses, etc., apart from the periods of worship?
- (2) Is provision made for giving the group an understanding of hymns, responses, art masterpieces, and other materials used in the programs of worship?
- (3) Is provision made for the training of individuals and groups in the leadership of worship either in the High School or in the Standard Leadership Curriculum?
- (4) Is the church worship interpreted for the members of the school so that they may take part therein with understanding and appreciation?
- (5) Is any material provided or recommended for encouraging and aiding members of the group to form the habit of private devotion?
- (6) Is a new hymn or other new material taught at least once a month?

2. *Service*

Jesus made service not only the badge of rank but the condition of membership in his brotherhood. Personal service and giving are essential to a well rounded curriculum of Christian education that is planned to develop in youth the ability to live the Christian life.

a. *Has the group helped to plan its service program?* Young people in many cases, by an allowance or by personal earnings, have money of their own to handle. Therefore it is all the more

necessary that the service and giving plans of the department be determined by them.

- (1) Do the members of the group have a voice in deciding what their service and projects in giving are to be?
- (2) Do the class and departmental officers share in such consideration?
- (3) Are members of the group interested in causes and benevolent enterprises that, by their personal investigation where possible, or on the word of other dependable persons, they know to be worthy in purpose and sound in their policy and methods?
- (4) Do the members of the group get such satisfaction in their service that they desire to repeat it?
- (5) Is the offering a result of willing earning or saving on the part of the group?
- (6) Do the members of the group give and serve as a part of some plan developed or encouraged by the department for the use of all their money and time by suggested personal budgets, etc.?
- (7) Are giving and serving, set forth as elements in a larger life purpose, accepted and followed by the group?
- (8) Does this purpose involve a conscious fellowship with God and Christ?

b. *Are the service activities constructive and worthy?*
Merely engaging in service activities is not sufficient but those activities must be parts of a constructive plan, and contribute to some worthy causes in the church, the community, and the world at large.

- (1) Are the service activities of the department parts of the total program of the church instead of being scattered and individual projects?
- (2) Are care for the church buildings and grounds and decoration and care of class and departmental rooms parts of the service programs?
- (3) Do the members of the group share, on the basis of their own age and experience, in the missionary, educational, and other benevolent enterprises of the church and the denomination?
- (4) Do they share also in the expenses of the local church?
- (5) Are emergency situations such as national or community disasters, a special building program of the church, or a community enterprise, regarded as proper activities in which the group may share?

- (6) Do such activities result in appreciation of the work and service of others, rather than a feeling of superiority and condescension?
- (7) Is the service program a regular part of the departmental activities, rather than a series of isolated class interests?
- (8) Is the service activity made the group's central interest while being also a part of the general service program of the church?

c. *Are giving and sharing of personal means emphasized?* Money is an important instrument for expressing the real self in youth and so the use that a person makes of it is a fair test of the quality and range of his interests and desires. Therefore, the matter of giving should receive special place.

- (1) Is there definite effort in the program of service to develop in each pupil the habit of regular, systematic giving to benevolent and religious causes, including the support of his own church, using the envelope system or some other equally effective plan?
- (2) Do all the members of the department give regularly and systematically to benevolent causes?
- (3) Is emphasis placed upon the fact and the spirit of giving rather than the amount of the gift?
- (4) Is the stewardship of all of life held up as an ideal?
- (5) Are direct giving, out of a real sharing of one's own means, and personal sacrifice encouraged rather than the raising of funds through sales and mercenary schemes?

d. *Is there provision for training in service?* Much of the satisfaction as well as the educational value of service depends upon the ability to understand what it involves, to render it effectively, and to see results. This calls for training through study of the principles of service, adequate information regarding objects and causes, as well as practice in service. The school should make definite provision for such training.

- (1) Do the study courses of the group include the principles of service and of giving?
- (2) Is there practice in service under supervision?
- (3) Is there a study of the benevolences and service enterprises of the local church, of the community, and of the denomination in regular or special study courses of the department?
- (4) Do the members of the group compare and study the results of various objects and causes?

- (5) Are members enlisted, on the basis of age and personal fitness, for such specific tasks as music, dramatics, messenger service, serving as program leaders, doing statistical work, filling positions as secretaries, etc.?

3. Study

Under this heading are included those activities of study, instruction, investigation, home reading, discussion, et cetera, out of which will grow an understanding of the Bible and its teachings, the Christian religion, the Christian church, principles of moral and religious living and Christian service, and the application of Christian ideals to the specific life problems of the group; it should also aid the individual in interpreting on his present level the Christian decision he has already made or in making such a decision for the first time.

a. *Is adequate time allowed?*

- (1) Does the departmental program allow at least forty minutes for the class session outside of class business?

b. *Are the materials graded according to age and attainments of the group?* Teaching and class materials should be selected on the basis of the experience and needs of the group. They should include the study and discussion of at least the following range of subjects: biblical history and teachings, the history and teachings, the purpose and significance of the Christian church, citizenship, missions, leadership training, personal religious and social problems, Christian service, and the opportunities, privileges, and duties of church membership.

- (1) Are the teaching materials used in the department so graded as to be adapted to the needs of the group?

NOTE.—This requirement is interpreted as being met by the use of "closely graded," "group graded," or "departmental graded" lesson materials. Schools selecting their own curricula should give careful consideration to providing a balanced content, including, at appropriate ages in the lives of the members of the group, the subjects indicated above.

- (2) Are the present and prospective experiences of the group made the basis of choosing courses?
- (3) When courses are so chosen is provision made for a balanced range of courses as indicated above?
- (4) Are problem situations of members of the group in class or department, and significant experiences of the week, used as opportunities for teaching the Christian way of life?

- (5) Are courses related to some inclusive life purpose or ideal chosen by the department or class?
- (6) Do teachers visit members of the group in the home, at school, on the playground, at work, for following up their work of teaching?
- (7) Do teachers and members of the group use additional books and magazines and real life situations to enrich or supplement the regular course?

c. *Is the method of treating the materials adequate?* In all the teaching activities of the department sincerity of purpose and persistence of effort should be shown in a happy and interested search for truth on the part of both members and adult leaders. Problems considered should be real rather than hypothetical and members should be guided to the best solution of these problems. The participation of the group, initiative, resourcefulness, creativeness, et cetera, should enter into the work of any well taught group.

- (1) Do cooperative study and discussion prevail in class work?
- (2) Are differing views regarding subjects under discussion brought out fairly and given consideration?
- (3) Is open-mindedness cultivated?
- (4) Are study and discussion guided toward action and conduct in life?
- (5) Does the teacher keep the group alert and participating throughout the class session?

4. *Social and Recreational Life*

Social and recreational activities are a means of developing and expressing fellowship. Such activities should be included in the program of the department, not for mere amusement nor as a bait to attract new members, but because of the opportunity which they present for cultivating fellowship, cooperation, self-control, fair play, and other desirable traits of character, and should be conducted in accordance with high moral ideals. It is in this division of activities in particular that the department should cooperate with other agencies in the church and in the community.

a. *Does the program cover a sufficient range of social and recreational interests?* The extent of the social and recreational program will depend in part upon the provision made by the home or by community agencies. Duplication should be avoided

except when it becomes necessary in order to overcome undesirable influences and associations.

- (1) Has a study been made of the social and recreational opportunities open to and followed by the members of the department?
- (2) In the light of such studies, is provision made for such social and recreational activities as are not satisfactorily furnished by the home or other agencies in the community?

b. *Is the quality satisfactory?* The religious educational values of social and recreational activities are realized only when these are conducted with definite purpose and in accordance with high moral ideals.

- (1) Is the program of social and recreational activities definitely planned with a view to the development of character?
- (2) Is provision made for bringing together in a spirit of fellowship persons of different groups—racial, cultural, or social?
- (3) Are clean play and good sportsmanship emphasized as of more importance than the winning of games?

c. *Is the leadership adequate?* The results attained through recreational activities will depend in large measure upon the kind of leadership afforded.

- (1) Does the school provide definite leadership for all its social and recreational activities?
- (2) Is the leadership of such activities tactful and constructive so as to develop self-control and cooperation?
- (3) Do the leaders of the social and recreational activities cooperate with the leaders of other activities of the school?
- (4) Is there a fair balance between adult supervision and the use of the members of the group themselves so as to ensure guidance and development?

5. *Personal Religious Life*

Religious education should lead each individual to a personal faith in God, acceptance of Jesus Christ and his way of life, and membership in the church.

- (1) Is effort made to help each member develop an intelligent faith in God and an increasing devotion to Jesus Christ and his way of life?

- (2) Is effort made to lead those who are intelligently and spiritually prepared therefor to personal commitment to Jesus Christ and formal reception into the church?
- (3) Is provision made for training in the meaning and duties of church membership?
- (4) Is special effort made to deepen the interest and increase the activity of the new church members after they have been received?
- (5) Is effort made to see that those who have already committed themselves to Christ are led to a growing appreciation of his ideals in the new and enlarged experiences that come to them?

II. Leadership

Intermediates, seniors, and young people have strong personal attachments to their friends and leaders. While seniors and young people are less inclined to idealize their leaders than intermediates they still depend much upon their older friends for help in the solution of personal problems, for someone whose skill and capacity they admire, and for some person who makes actual the sort of man or woman they would like to be. Leadership, therefore, becomes of prime importance in a program that is intended for the religious development of youth.

6. *Personal Qualities of the Leader*

- (1) Does he show by regular and prompt attendance that the class and department are important to him?
- (2) Does he respect the personality of members of the group through courtesy toward them and in other ways?
- (3) Is he of pleasing personality, neat and tasteful in dress, attractive in voice and manner, without overdoing these elements?
- (4) Has he an attitude of appreciation and respect for people of other races and religions?
- (5) Is he cooperative and able to work with others?
- (6) Is he open-minded and fair to opinions that differ from his own?
- (7) Does he have ability to start enterprises and resourcefulness in carrying them through?
- (8) Does his everyday life command the respect and confidence of the group?
- (9) Is he loyal to the church through membership, attendance at its services, financial support, and cooperation in its enterprises?

7. *Leader's Skill in Leadership*

- (1) Has he formed personal friendships with individual members of the group as an evidence of his interest in them and his influence over them as persons?
- (2) Do the members respond to his leadership by interest and active participation on their own part?
- (3) Can he sense a situation as demanding a change in a prepared program in the direction of worship, or discussion, or play, etc.?
- (4) Does he acquaint himself with the interests and problems of youth and adapt his teaching procedures to individual needs?
- (5) Does he attempt definitely to cultivate in members of the group the habit of prayer, church attendance and service, worship, and the use of the Bible?
- (6) Does he create, in his group or department a central purpose or goal which the members accept and work toward?
- (7) Does he familiarize himself with the lesson materials as a whole before the first session of the class, and regularly prepare for each session?
- (8) Is he skillful in the choice and use of appropriate teaching methods, such as the use of suitable questions, leading discussion, telling a story, leading pupils into fruitful activities?
- (9) Does he stimulate and effectively guide cooperative study and discussion instead of doing most of the talking?
- (10) Does he secure good order in his group?
- (11) Is he open-minded and fair in bringing out the different aspects and points of view regarding disputed questions?
- (12) Does his leadership contribute to continuous growth of the members of his group in Christian character?
- (13) If responsible for the conduct of worship programs, does he do this with dignity, reverence, and appreciation?

8. *Training and Experience*

A leader of youth should not only have experience in Christian living and in the task he undertakes, but also specific training for his work, including a knowledge of the needs, activities, interests, and characteristics of his members, a knowledge of the principles, materials, and methods of teaching, and of good

leadership; a knowledge of the Christian message and program, and some successful experience under the supervision of a competent worker.

- (1) Is he mature and experienced enough to command the respect of his group?
- (2) Is he young enough in spirit to appreciate the point of view of his group?
- (3) Is his general education equal to the general education (not counting normal school or other special training) required by the public schools for teachers of the corresponding age groups?

NOTE.—In most churches there are certain individuals who, while not having had the advantage of a good general education, have yet been so successful in self-education, that they would without question be rated as being as well educated as those meeting the above requirement. Such individuals may be scored as meeting this point.

- (4) Has he taken training in religious education? (The normal requirement is the completion of the twelve units of the Standard Leadership Training Curriculum or the equivalent thereof, in a teacher training class, community training school, summer school, through correspondence study, or in a college department of religious education. See footnote on page 22.)
- (5) If he does not hold a Leadership Training diploma has he received credit for at least two units of the Standard Leadership Training Curriculum during the past twelve months?
- (6) Is his knowledge of the Bible, or such subjects as he may be called upon to teach, sufficiently full and accurate to enable him to lead in its consideration clearly and helpfully?
- (7) Does he seek and willingly accept the assistance of his supervisor or superintendent in the improvement of his work?
- (8) Has he had at least a year of teaching experience under competent supervision?
- (9) Does he read at least one religious educational journal regularly and one book on general religious education or one on adolescent religious education each year?
- (10) Does he attend the workers' conferences of his church school regularly?
- (11) Has he taken training in such subjects as camping, recreational leadership, dramatic activities, etc., as his local program may require?

III. Organization and Administration

The intermediate, senior, or young people's department of the church school, by cooperating with other educational institutions, both outside and within the church, will seek to secure the complete Christian education of its constituency. In order to make sure that its equipment, leaders, and program are used in the most effective manner, there must be a definite and effective plan. Such a plan is developed through adequate organization and administration of the department.

9. *Unity of Program*

In order to meet the needs of the age group it will be necessary to provide a unity to the total program. This will require, first, that there be a study of the local situation as it affects the age group, dealing with personal and practical problems and existing programs both within and without the church; then, that there be a program planned for rounding and completing the experience of the members so as to provide for the best educational plan possible with a minimum of overlapping of effort. This will give a unity to the program.

- (1) Has the department chosen some central goal so that its total program can be built around a central purpose in the experience of the members of the group rather than merely in a formal arrangement of topics and plans?
- (2) Is the department working under a board, council, or committee on religious education in the local church?
- (3) Is the department definitely related to the other phases of work for its own age group being carried on in the church?
- (4) Are steps taken to make sure that certain subjects of study and types of activity are not unduly emphasized by repetition while others equally important are omitted entirely?
- (5) Is there a unified organization for this age group of the church so as to insure a unified and more effective program?

NOTE.—Unity is the prime essential and organization will have much to do with securing this. The unified plan provides for a department of the church, or in some cases of the church school, which includes in its scope the Sunday school work, societies, mid-week club, the vacation and weekday church schools, and other group activities conducted for adolescents.

This unified department has only one set of officers and committees functioning for all activities and sub-groupings of the department in cooperation with such adult leaders and advisers as may be provided. For example, the president exercises duties of that office in the affairs of the whole department, the worship committee is responsible for worship and devotional activities in all sessions of the department, the recreational committee for all social affairs, etc. Separate standards for the three age groups on the above basis are now in process of preparation.

- (6) If there is not a unified organization, are unity and effectiveness of program secured by a correlated plan of organization?

NOTE 1.—The correlated plan calls for “one inclusive program,” but it permits the existence of more than one organization. There may be a department of the Sunday school, missionary circles or clubs, a society, a department in the vacation and weekday church schools, clubs, and other expressional organizations. Each may have its own set of officers and committees, but unity and cooperation are secured through a departmental cabinet or council on which each group is represented. Each organization carries on its particular share of the whole program so that duplication and overlapping are eliminated.

NOTE 2.—It is recommended that scoring be allowed for either of the above plans, but that no score be given where the age group is served by two or more separate educational organizations without any attempt, by one or the other plan named above, to coordinate their efforts so as to provide a well-rounded program and prevent overlapping.

10. *Finance*

The local church should make provision in its budget for investing in the school. The annual school budget, including that of the department, should be prepared with care, well in advance. In the preparation of such a budget the pupils and officers of the department should have a share. All the activities of the department should be fairly provided for.

- (1) Is the department provided for in the school budget as part of the total church budget?
- (2) Does the board, council, or committee on religious education have responsibility for determining and recommending the budget for religious education?
- (3) Do the officers, teachers, and members share in formulating the budget of the department and of the school?
- (4) Are expenditures incurred only on proper order of a responsible person or committee?

- (5) Are bills paid promptly to proper authorities?
- (6) Is there a just distribution of the religious education budget so as to provide for the various activities and needs of the department?

11. *Staff of Workers*

a. *Is the staff of workers adequate for the department?*

- (1) Is there a superintendent (or principal or adult counselor) of the department?
- (2) Is he a well-liked and successful leader of his group?
- (3) Does he supervise and unify the work of the department?
- (4) Is there a president who is elected by the members of the department?
- (5) Does he share in planning and carrying out the program of the department?
- (6) Is there a secretary who keeps all of the departmental records?
- (7) Is there a treasurer to receive and look after the money of the department?
- (8) Is there a pianist who cooperates with the superintendent in making music a helpful factor in the departmental program?
- (9) Is there a teacher for each class group?

b. *Are the leaders properly appointed?* Teachers and adult officers of the department should be appointed or elected each year by the proper official body, board, council, or committee on religious education, carrying the authority of the church. Where there is a director of religious education they should be nominated by him.

- (1) Are the officers and teachers of the department appointed by the official board or committee of the church?
- (2) Are they appointed or re-appointed annually?
- (3) Are they annually installed in their work so as to impress upon them their responsibility and give their work a prestige in the church constituency?
- (4) Do they remain in the same department year after year, except under unusual circumstances?

12. *Training and Supervision of Workers*

- (1) Are there available to the leaders of the department local training classes, community schools, summer schools, scholarships for further training, etc.?
- (2) Is the number of standard credits¹ earned annually in these training enterprises equal to one-half the number of the teachers and officers in the department?
- (3) Is use made of the High School and Standard Leadership Training Curricula in the regular class work for the training of future leaders?
- (4) Does the church school library provide books and magazines, denominational and others, dealing with the work of the department?
- (5) Is there a system of supervision in the department which aims to interest teachers in self-improvement and to give encouragement and guidance through such items as visitation of classes, conferences with individual teachers, group conferences, encouraging workers to visit the public school or other church schools, referring workers to training courses, books, magazines, etc.?
- (6) Do all the teachers have the benefit of some contact with an officer in his capacity of supervisor?
- (7) Have those who are charged with supervision had training or are they taking training for their work?
- (8) Do the leaders participate in the workers' conference of the church school, report their work to it, and have a contact with the work of the school as a whole at least quarterly?
- (9) Are there regular conferences of teachers and officers at least six times yearly to discuss departmental, individual, and group problems, and to plan activities?
- (10) Do the teachers visit other classes or departments?
- (11) Do the teachers visit the public schools of the community to observe method?
- (12) Are the results of such visits reported to the departmental staff?

¹ A "Standard credit" is awarded for the successful completion of a unit of the Standard Leadership Curriculum adopted and approved through the International Council of Religious Education. It requires ten or twelve class sessions of at least 50 minutes each, under an accredited instructor, and the study of an approved textbook.

13. *Departmental Constituency and Membership*

a. *Does the department know its constituency?*

- (1) Has the department in the last year made a survey or other study of young people in the community who have no church home?
- (2) Is there a continuous plan in operation for securing the enrolment of the prospective members discovered in such a survey?
- (3) Does the department have an accurate list of the names of all prospective members who are members of the local church or whose parents may be members?

b. *Is there an adequate plan in the department for grouping and promotion?* Members of the department should be grouped on the basis of their present dominant interests, development, and spiritual needs. Calendar age, physical maturity, school grade, and social grouping should be taken into consideration in grading. Grading and assignment to classes should be done by one or more competent persons appointed for this work.

- (1) Is the church school provided with departments as follows: an intermediate department for boys and girls 12-14 years of age, a senior department for boys and girls 15-17 years of age, and a young people's department for ages 18-23? If for the most efficient work the school finds it necessary to combine departments, this should be done on the basis of normal interests of the groups.
- (2) Are the members of each department divided into groups in accordance with the above plan?
- (3) Are individual cases which present problems in grouping given special attention?
- (4) Is there a definite basis for promotion which takes account of the pupils' progress and dominant interests?
- (5) Is there an officer responsible for classification, according to life interests and normal social groupings?

c. *Do the members share in the program?* The best results in Christian character for youth are secured when the members share happily and creatively in planning and carrying out their own program. For intermediates, seniors, and young people there should be a fairly even balance between adult counsel, fellowship, and guidance, and the actual constructive contribution of the members.

- (1) Does the departmental organization include student officers and committees and an adult counselor?

- (2) Are these officers elected in a democratic manner?
 - (3) Are the programs of the department planned by and conducted under the guidance of committees of members?
 - (4) Do the members exercise their judgment and initiative in the solution of problems, the deciding of policies, and the building of programs?
 - (5) Are the adult leaders of the departments constantly trying to develop in the members their own talents and powers in the work of the department?
 - (6) Do the members share, through a study of their actual needs and problems, in choosing their own courses of study and discussion?
 - (7) Are the service activities of the department planned by the members in cooperation with their leaders?
 - (8) Do the members share in raising and in spending the money of the department?
 - (9) Do the members share in planning and in carrying out the worship services?
 - (10) Are the recreational interests of the department and groups determined in a democratic manner?
- d. *Do the members attend regularly and punctually?*
- (1) Is the average attendance 70% to 100% of the average number belonging to the department?¹
 - (2) Do from 90% to 100% of the pupils attending arrive at the opening of the school?

14. *Departmental Session*

The department should meet regularly throughout the year, opening and closing promptly. The sessions should not be omitted merely because there is a special day in the church, when the weather is bad, or when for some other reason it is not convenient to meet.

NOTE.—Some schools find it advantageous to their work, because of vacation seasons and consequent irregularity in attendance, to omit class sessions during such times and have departmental meetings only, or to unite with other churches in conducting Sunday or vacation schools, or, as is common in some sections of the country, to omit sessions entirely during certain vacation months. When such action is taken by a council, board, or committee on religious education in full recognition of the principles involved, it should not be interpreted as violating the above requirement.

¹ First find the *average attendance*. This is done by adding the attendance figures (exclusive of visitors) on all the sessions of the school year and dividing this sum by the number of sessions held. Now divide the average attendance by the *average number of members* belonging to the department during the school year, and you will have the answer to question (1) in terms of *per cent of attendance*.

- (1) Does the department meet every Sunday in the year?
(If not, are sessions omitted only because some local condition makes it necessary or desirable, or because some other activity of the church provides fully for all the students at least an educational equivalent of that which they miss by not having their departmental session?)
- (2) Is the department actually in session 60 minutes or more every Sunday?
- (3) Does the department open and close promptly at a specified time?

15. *Records and Reports*

If the department is to do its best work, to be able to evaluate and check up on its progress and its needs, it will need to have usable records from which to make careful, easily interpreted reports.

- (1) Does the department have a permanent record of each member including as a minimum information on the following items: name; address; telephone number; date of birth; parents' names and church connections; public school grade; date of first enrolment in department; yearly grade or other standing; promotions; service rendered in class and department?
- (2) Is there a record of attendance of each member?
- (3) Does the department have a card file or other record of prospective members?
- (4) Are the records used as a means for studying progress and making improvement?
- (5) Are regular reports made to the board, council, or committee on religious education, and to the workers' conference?
- (6) Are absentees promptly followed up?
- (7) Are the records revised at least once a year?
- (8) Are names dropped only after definite efforts have been made to ascertain the reason for the individual's leaving the department?

16. *Outside Relationships*

A department of the Sunday church school does not live and work to itself alone. The member whom it teaches and leads has many and varied contacts throughout the week in other agencies than the church which have an influence on his life development.

a. *Does the department maintain effective relationships with the home?* The adolescent boy or girl is carrying on to further stages the process of gradually taking over the control of his own life. In the wise home this transfer of authority from external to internal control takes place gradually and without strain or break; in some cases, however, the process is a difficult one and may seriously impair the influence of the home. The department, therefore, should aid in this process by every means in its power.

- (1) Are parents invited from time to time to share in the activities of the department and its classes so that they are familiar with its aims and program?
- (2) Are problems of behavior or of personal faith and conduct that arise in the department talked over with parents?
- (3) Are materials dealing with the problems of youth and ways of dealing with them made available to parents who request them or tactfully brought to their attention if they need them?
- (4) Are meetings and conferences of parents and teachers held for the purpose of discussing the religious education of the group and securing an interchange of experience and viewpoint?
- (5) Are parents helped to see that the major responsibility for the religious education of their children rests with the home, and that the department is the agency of the church for cooperating with them in this task?
- (6) Are Father and Son and Mother and Daughter banquets or similar events held occasionally?

b. *Does the department maintain effective relationships with other agencies?* These youths come into a social world wider and more intense in its appeal as they grow older. High school and college become more dominating and absorbing. Commercial employment takes a larger place. Social events, particularly with those of the opposite sex, assume greater importance. The Y. M. C. A. or the Y. W. C. A. often come into their lives effectively. Greater freedom in the use of time is often granted

by, or taken from, the home. Departments cannot plan their programs apart from these influences.

- (1) Are efforts made to give religious values to high school or college materials, such as using school literature in worship services, giving a divine background to the scientific outlook upon the universe, etc.?
- (2) Does the department have regular contacts with the school life of its pupils by interchange of visits by teachers, by conferences on mutual problems, by clearing of dates, etc.?
- (3) Is any effort made by the church to confer with the school upon common objectives for all education?
- (4) Does the department take into account the playground and other play experiences in planning its program?
- (5) Is any effort made to assist members of the group in evaluating the movies shown in the community?
- (6) Is anything done to secure a better type of movies for youth when those in use are found to be undesirable?
- (7) Are plans made for so relating the work of the church and such organizations as the local Y. M. C. A., the Y. W. C. A., the Boy Scout organization, and other agencies that there will be unity of effort rather than overlapping and competition among them?

IV. Housing and Equipment

The building and the rooms in which the department meets are an important factor in whatever education takes place there. It is possible, of course, to do good educational work with meager facilities, and, on the other hand, excellent working conditions will not guarantee educational results; it is true, however, that proper space and equipment are a great aid to good work. The best possible use should be made of present facilities, however meager, but definite plans should be made and determined efforts put forth for the acquirement of adequate and modern educational equipment. Some remodelling or re-furnishing of rooms may be necessary and frequently this can be done with reasonable expense. The department should have its own rooms in which to conduct its own activities. Joining with other age groups in worship and in other features reduces the total amount and effectiveness of the work done for each group.

17. *Rooms*

The room, or rooms, in which the group meets must be suitable for the purpose. They should make the members feel a sense of satisfaction and pride in ownership. They must be adequate as to number and size, properly arranged, and made as neat and attractive as possible. The ideal conditions call for a departmental room and for a separate sound-deadened room for each class when it is in session.

- (1) Is the floor space provided for each individual equal to the following requirement:
 - (a) for assemblies, 7 square feet; (b) for classrooms, 8 to 15 square feet; (c) for rooms used for both assembly and classes, 15 square feet?

NOTE.—To carry out the type of work which is set forth in this standard requires ample space. Eight square feet per member for class work is given as the absolute minimum and, whenever possible, this should be increased to fifteen. Churches planning new buildings should take this into account. Under no circumstances should they provide less than ten square feet per member for classrooms, and the full requirement of fifteen square feet should be made available if at all possible.

- (2) Are groups that worship simultaneously separated by sound-proof partitions?
- (3) Are the rooms provided with adequate light (the ideal being $\frac{1}{4}$ glass area to each unit of floor area), and so arranged that the light does not strike the eyes directly?
- (4) Are separate classrooms provided for each class or, where separate classrooms are impossible, are screens and curtains used to improve conditions?
- (5) Are the rooms free from external physical distractions?
- (6) Are toilet facilities available, separate for each sex?
- (7) Do furnishings, woodwork, and general appearance meet at least the prevailing artistic standards of the homes and public schools of the community?
- (8) Are suitable social and recreational rooms provided?
- (9) May recreational activities be carried on without danger to participants, that is, are the rooms free from projecting radiators, unpadded posts, uneven floors, etc.?

18. *Equipment*

The equipment also should meet the needs of the department so that teacher and students are not handicapped for lack of working tools.

- (1) Is the furniture provided in keeping with general furnishings of the church, substantial and comfortable?
- (2) Is there a reasonable supply of equipment for the social and recreational program?
- (3) Has the room the following equipment?
 - (a) *Seating*: for the assembly room, suitable seating pews or comfortable chairs; for the classrooms, tablet armchairs, or straight chairs and tables.
 - (b) *Equipment for officers*: a table provided for the departmental principal or superintendent, and a desk for the departmental secretary.
 - (c) *Cabinet*: with lock and key for departmental supplies, locker or cabinet in classrooms for class materials, and locker for recreational and athletic equipment.
 - (d) *Blackboard*: for each class. It is desirable to have a movable one also for occasional use in the assembly room.
 - (e) *Pictures*: at least one good picture, well framed and suitable for the age and experience of the members, as permanent equipment for the departmental room; new ones to be added and unveiled from time to time.
 - (f) *Piano*: one of good tone quality, an essential.
 - (g) *Hymn books*: containing hymns and other materials suitable for worship in the department.
 - (h) *Maps*: either in classroom, or in a departmental file, as may be needed.
 - (i) *Bibles*: of readable type and in good condition, as many as may be needed.

19. *Literature and Supplies*

- (1) Is each member of the group properly supplied with working materials?
- (2) Are teachers properly supplied with professional magazines and the teaching materials suggested in the teacher's helps being used?

NOTE.—It has been found that \$1.50 per member for each year is about the minimum for effective work.

20. *Service and Upkeep*

One of the prime needs of a church school plant is its proper upkeep. A good janitor is a very important asset to a program of religious education.

- (1) Are the members of the group themselves represented on committees that care for property and improvements?
- (2) Is the heating system adequate at all times? Are thermometers in use and kept as nearly as possible at 68 degrees during the winter season?
- (3) Is the air in all rooms kept fresh through each session? (This should be carefully checked up by one who visits different rooms from time to time.)
- (4) Is the building, including furniture and fixtures, kept clean?
- (5) Are the grounds, lawn, and exterior of the building as attractive as they can be made?
- (6) Is the plumbing kept in good repair?
- (7) Is the room redecorated often enough to keep it fresh and attractive?
- (8) Is broken or worn out furniture promptly repaired or replaced?

Appendix

HOW TO USE THIS STANDARD

1. Make a careful study of the standard itself so that it may fully be understood. This study should be made by all of the teachers and officers of the department. This will make an excellent program for one or more meetings of teachers and officers. One of the chief values of the standard is to enable workers to see their tasks in a clearer light, and to make plans for improvement.

2. Plan to score the department. This may be done either by one individual, by a committee appointed for the purpose, or by a whole group of workers cooperatively. If the latter plan is used it will be necessary for an individual or committee to gather certain data outside of meetings. For this purpose the special scoring pamphlet should be secured, and a copy placed in the hands of each person who is to assist with the scoring. Make a careful rating of the department on each of the items of the standard, and put the results in such form that they can be preserved for future use.

3. If the scoring has been done by an individual or a committee, report the results to the entire group of workers. Give them an opportunity to discuss the scores assigned on each of the items. Discuss freely ways in which the department may be improved in order to score higher on these items. Out of this discussion should grow a program for the improvement of the department.

4. Plan a definite period during which the improvements are to be made. This may occupy a quarter, two quarters, or a year. It is well to plan to do one or a few things at a time in order not to confuse the workers with many details. Let each understand clearly what the things are that he is to do in order to effect the desired improvement in the department.

5. At the end of the period set for improvement score the department again as before. Make a careful record of the rating on each of the items and compare this with the rating made on the first scoring.

6. Report again to the entire group of workers. Since a number of new workers will probably have been added to the group since the first scoring, it will be well to take time to interpret the items of the standard wherever necessary. Let the workers see the results of the two scorings side by side. A good way to do this is by means of a graph with a different colored line to represent each of the scorings. Discuss fully in the workers' conference the results of this second scoring. Out of this should grow a new goal for attainment which may occupy another period of time, at the end of which the process of measurement will be repeated.

INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION

Scoring Manual

For use with
the

Standard

for

*Intermediate, Senior, and Young People's
Departments, or Combinations of Depart-
ments, in the Young People's Division
of the Sunday Church School*



THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
22ND FLOOR, 203 NORTH WABASH AVENUE
CHICAGO, ILLINOIS

Copyright, 1930, by
THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION

Price 15 cents per copy, cash with order

Printed in the U. S. A.

Scoring Manual

for use with the

Standard for

*Intermediate, Senior, and Young People's Departments,
or Combinations of Departments, in the Young
People's Division of the Sunday
Church School.*

THIS scoring manual has been prepared for use with the *Standard for Intermediate, Senior, and Young People's Departments, or Combinations of Departments, in the Young People's Division of the Sunday Church School*. The full interpretation of the points is given in the standard pamphlet itself.

A small committee should be made responsible for the work of scoring. Such a committee should plan to spend a liberal amount of time on this work. If possible, the members of the committee should be free on Sunday morning in order to observe the work of the department.

To begin with, the committee should study the entire standard and make its plans for securing the necessary data for scoring. In some cases the facts may be obtained from the records, in some cases by consultation with workers, in some cases by actual observation, and in still other cases by measurement of rooms. Some data can best be obtained when the school is not in session, other data must be secured while the session is going on. The teachers and officers should participate as largely as possible in the scoring, both in helping to determine the standing of the department, and in planning ways of improvement. Such self-rating will stimulate to better work.

Some of the items in the standard can be scored exactly on the basis of facts and figures available. Others require the exercise of judgment on the part of the scorer. Wherever such judgment must be based upon observation of the work which is being done, it is desirable to have several observations made and to take the average of the scores assigned at each observation.

In the case of a few of the items a department can earn either *all* or *none* of the points allowed for such item. In the scoring directions these are stated thus: "Score 5 or 0." On most of

the items, however, a department will receive a proportion of the perfect score, depending on the extent to which it has reached the ideal. These are stated thus: "Score 0 to 5." In scoring such items it is helpful to think of the worst possible department as scoring 0, and the best possible department as scoring perfect, then deciding at which point between these two extremes the department in question would fall.

In following the scoring directions, it will be unavoidable to have some of the scores run into fractions. When these figures are summed up for each of the 20 major items, use the nearest whole numbers as the totals. (Begin with the decimal .5 in changing the totals to the next higher whole numbers.)

In the following directions, the numerical value allowed each main question under each item is indicated. The possible scores are indicated for each secondary question. In most cases the secondary questions, which appear in the standard pamphlet itself but are not repeated here, are so worded as to require no further information for scoring. Wherever necessary, however, instructions have been given on how to score. A summary form appears on the final page of this manual, to which the scores may be transferred after they have been determined.

The standard is scored on the basis of 1,000 points. If it is desired to show the score in percentages, divide your actual score by 10.

The 1,000 points were assigned to the four main divisions on the basis of relative importance. The score assigned to each of the four major divisions was distributed among the subdivisions under each. Obviously the greater the number of subdivisions under any one major division, the smaller the score allotted to each such subdivision. Therefore, the score of one subdivision should not be compared with the score of another subdivision.

I. Curriculum (325)

1. *Worship* (70)

a. *Is there adequate time for worship?* (11)

(1) Score 0 to 5.....

Allow full credit for 15 to 20 minutes,
deduct one for every minute below 15.
Allow no credit for less than 10 minutes,
unless adequate provision is made else-
where.

(2) Score 0 to 3.....

(3) Score 0 to 3.....

TOTAL FOR a.....

b. Is the worship of a high quality? (16)

- (1) Score 0 to 2.....
- (2) Score 0 to 2.....
- (3) Score 0 to 2.....
- (4) Score 0 to 2.....
- (5) Score 0 to 1.....
- (6) Score 0 to 2.....
- (7) Score 0 to 1.....
- (8) Score 0 to 2.....

Allow $\frac{1}{2}$ point each for (a), (b), (c),
and (d).

- (9) Score 0 to 2.....

TOTAL FOR *b*.....

*c. Is there whole-hearted participation in
the worship? (12)*

- (1) Score 0 to 3.....
- (2) Score 0 to 3.....
- (3) Score 0 to 3.....
- (4) Score 0 to 3.....

TOTAL FOR *c*.....

d. Are the materials of worship graded? (10)

- (1) Score 0 to 2.....
- (2) Score 0 to 2.....
- (3) Score 0 to 2.....
- (4) Score 0 to 1.....
- (5) Score 0 to 1.....
- (6) Score 0 to 2.....

TOTAL FOR *d*.....

e. Is the leadership adequate? (10)

- (1) Score 0 to 2.....
- (2) Score 0 to 2.....
- (3) Score 0 to 2.....
- (4) Score 0 to 2.....
- (5) Score 0 to 2.....

TOTAL FOR *e*.....

f. *Is there provision for training in worship? (11)*

- (1) Score 0 to 2.....
- (2) Score 0 to 2.....
- (3) Score 0 to 2.....
- (4) Score 0 to 2.....
- (5) Score 0 to 2.....
- (6) Score 1 or 0.....

TOTAL FOR f.....

TOTAL FOR WORSHIP.....

2. *Service (65)*

a. *Has the group helped to plan its service program? (23)*

- (1) Score 0 to 4.....
- (2) Score 0 to 2.....
- (3) Score 0 to 3.....
- (4) Score 0 to 3.....
- (5) Score 0 to 3.....
- (6) Score 0 to 2.....
- (7) Score 0 to 3.....
- (8) Score 0 to 3.....

TOTAL FOR a.....

b. *Are the service activities constructive and worthy? (20)*

- (1) Score 0 to 3.....
- (2) Score 0 to 2.....
- (3) Score 0 to 3.....
- (4) Score 0 to 2.....
- (5) Score 0 to 3.....
- (6) Score 0 to 3.....
- (7) Score 0 to 2.....
- (8) Score 0 to 2.....

TOTAL FOR b.....

c. *Are giving and sharing of personal means emphasized? (10)*

- (1) Score 0 to 2.....
- (2) Score 0 to 2.....
- (3) Score 0 to 2.....
- (4) Score 0 to 2.....
- (5) Score 0 to 2.....

TOTAL FOR c.....

d. *Is there provision for training in service? (12)*

- (1) Score 0 to 3.....
- (2) Score 0 to 3.....
- (3) Score 0 to 2.....
- (4) Score 0 to 2.....
- (5) Score 0 to 2.....

TOTAL FOR c.....

TOTAL FOR SERVICE.....

3. *Study (70)*

a. *Is adequate time allowed? (10)*

- (1) Score 0 to 10.....

Determine the exact length of class session over a period of three to five Sundays and find the average. If this average is 40 minutes or more, allow full credit. Reduce the credit by one point for each minute it falls below 40, allowing no credit for less than 30 minutes.

b. *Are the materials graded according to age and attainments of the group? (33)*

- (1) Score 0 to 5.....
- (2) Score 0 to 5.....
- (3) Score 0 to 5.....
- (4) Score 0 to 5.....
- (5) Score 0 to 5.....
- (6) Score 0 to 4.....
- (7) Score 0 to 4.....

TOTAL FOR b.....

c. *Is the method of treating the materials adequate? (27)*

- (1) Score 0 to 5.....
- (2) Score 0 to 5.....
- (3) Score 0 to 5.....
- (4) Score 0 to 6.....
- (5) Score 0 to 6.....

TOTAL FOR c.....

TOTAL FOR STUDY.....

4. *Social and Recreational Life* (55)

a. *Does the program cover a sufficient range of social and recreational interests?* (15)

(1) Score 5 or 0.....

(2) Score 0 to 10.....

TOTAL FOR a.....

b. *Is the quality satisfactory?* (15)

(1) Score 0 to 5.....

(2) Score 0 to 5.....

(3) Score 0 to 5.....

TOTAL FOR b.....

c. *Is the leadership adequate?* (25)

(1) Score 0 to 6.....

(2) Score 0 to 6.....

(3) Score 0 to 6.....

(4) Score 0 to 7.....

TOTAL FOR c.....

TOTAL FOR SOCIAL AND RECREATIONAL LIFE.....

5. *Personal Religious Life* (65)

(1) Score 0 to 15.....

(2) Score 0 to 15.....

(3) Score 0 to 10.....

(4) Score 0 to 10.....

(5) Score 0 to 15.....

TOTAL FOR PERSONAL RELIGIOUS LIFE.....

II. *Leadership* (285)

The chart at the center of this booklet has been prepared for convenience in scoring the department's leadership. The score of each worker must be determined on the basis of the perfect scores shown in the first column of the chart, and then the average for the department determined. It will be noted that the columns are numbered. This will make it convenient to assign a number to each worker, thus making it impossible for the casual observer to tell which column covers the score of a particular

worker. If a department has more workers than the number of columns in the chart, this can easily be expanded by pasting on a plain piece of paper or the right-hand section of the chart from another scoring booklet.

Some competent, impartial person or committee should score the workers on this chart. It will probably not be practical to ask all the workers to hand in their own scores since they will not want to show their ratings on some of the questions.

There is great value, however, in self-rating on the part of workers. Such self-examination should be an incentive to improvement. Departments desiring to have their workers make a rating of themselves may secure separate rating-charts based upon the leadership section of *Standard A for the Sunday Church School* at 15c per dozen. This rating chart has been prepared with the general school in mind rather than one particular department, but includes most of the items given in the *Standard for the Intermediate, Senior, and Young People's Departments, or Combinations of Departments, in the Young People's Division of the Sunday Church School*.

With but few exceptions, the questions in the standard indicate clearly how the scoring is to be done. The following notes will cover the questions on which further guidance will be needed:

7. (12) This question expresses a very important ideal but is so difficult to score that it has been omitted from the list of scoring items.
7. (13) In case of teachers or officers who are not responsible for worship programs the credit allowed on this item should be re-distributed as follows: 5 points each to (3) and (5).
8. (4) Allow 1 point credit for each unit in the Standard Leadership Curriculum or the equivalent thereof which the worker has completed, up to a total of 12. Reserve the additional 3 points for special work in religious education, such as courses in seminary or college.
8. (5) Allow 5 points for one unit and 10 points for two or more units. For those who have already completed the Leadership Training Curriculum and to whom this item does therefore not apply, add the score allowed for this item to item (9).
8. (8) Allow full credit for one or more years of experience; no credit for less than one-half year's experience.
8. (9) Allow 5 points for reading a religious educational journal and 5 points for reading one or more books.
8. (10) Allow full credit for attending all workers' conferences; no credit for attending less than one half of such conferences in any particular year.

6. <i>Personal Qualities</i>		PERFECT SCORE	1
(1)	Regularity and promptness	10	
(2)	Respect for pupils' personalities	10	
(3)	Pleasing personality	10	
(4)	Unprejudiced attitude	10	
(5)	Cooperation	10	
(6)	Open-mindedness and fairness	10	
(7)	Ability and resourcefulness	10	
(8)	Respect and confidence of group	15	
(9)	Loyalty to church	10	
TOTAL FOR PERSONAL QUALITIES		95	
7. <i>Skill in Leadership</i>			
(1)	Friendship with pupils	5	
(2)	Developing interest and initiative	5	
(3)	Adapting program to situation	5	
(4)	Study of pupil needs	10	
(5)	Cultivating habit of prayer	10	
(6)	Creating central purpose	10	
(7)	Adequate preparation	10	
(8)	Use of teaching methods	10	
(9)	Stimulating pupil participation	10	
(10)	Keeping good order	5	
(11)	Fairness to differing viewpoints	5	
(13)	Conduct of worship programs	10	
TOTAL FOR SKILL IN LEADERSHIP		95	
8. <i>Training and Experience</i>			
(1)	Age and maturity	5	
(2)	Appreciation of pupils' point of view	5	
(3)	General education	10	
(4)	Training in religious education	15	
(5)	Credit during year	10	
(6)	Adequate knowledge	10	
(7)	Attitude toward supervision	10	
(8)	Teaching experience	10	
(9)	Educational reading	10	
(10)	Workers' conference attendance	5	
(11)	Special training	5	
TOTAL FOR TRAINING AND EXPERIENCE		95	
<i>Grand Total Score for Leadership</i>		285	

II—Leadership

[illegible]

III. Organization and Administration (245)

9. *Unity of Program* (35)

- (1) Score 7 or 0.....
- (2) Score 5 or 0.....
- (3) Score 0 to 7.....
- (4) Score 0 to 6.....
- (5) or (6) Score 0 to 10.....

Score on either of these questions, not on both. See note 2 in standard, page 20.

TOTAL FOR UNITY OF PROGRAM.....

10. *Finance* (25)

- (1) Score 4 or 0.....
- (2) Score 4 or 0.....
- (3) Score 0 to 4.....
- (4) Score 0 to 4.....
- (5) Score 0 to 4.....
- (6) Score 0 to 5.....

TOTAL FOR FINANCE.....

11. *Staff of Workers* (35)

a. *Is the staff of workers adequate for the department?* (27)

- (1) Score 4 or 0.....
- (2) Score 0 to 3.....
- (3) Score 0 to 4.....
- (4) Score 3 or 0.....
- (5) Score 0 to 3.....
- (6) Score 2 or 0.....
- (7) Score 2 or 0.....
- (8) Score 0 to 2.....
- (9) Score 4 or 0.....

TOTAL FOR a.....

b. *Are the leaders properly appointed?* (8)

(1) Score 2 or 0.....

(2) Score 2 or 0.....

(3) Score 2 or 0.....

(4) Score 0 to 2.....

TOTAL FOR b.....

TOTAL FOR STAFF OF WORKERS

12. *Training and Supervision of Workers* (45)

(1) Score 0 to 2.....

Allow full credit if one of these means of training is available to each worker.

(2) Score 0 to 10.....

Example: A department having a staff of 8 teachers and officers and receiving a total of 4 or more leadership training credits should get a full score of 10; if it receives 2 credits it will have a score of 5, etc.

(3) Score 0 to 4.....

(4) Score 0 to 3.....

(5) Score 0 to 5.....

(6) Score 0 to 3.....

(7) Score 0 to 4.....

(8) Score 0 to 4.....

Allow full score for meetings at least quarterly. Reduce score by 1 point for each quarter such a meeting is omitted.

(9) Score 0 to 4.....

Allow full score for 6 meetings yearly. Reduce score 1 point for each meeting less than 6.

(10) Score 0 to 2.....

(11) Score 0 to 2.....

(12) Score 0 to 2.....

TOTAL FOR TRAINING AND SUPERVISION OF
WORKERS

13. *Departmental Constituency and Membership* (35)

a. *Does the department know its constituency?* (6)

(1) Score 2 or 0.....

(2) Score 0 to 2.....

(3) Score 2 or 0.....

TOTAL FOR a.....

b. *Is there an adequate plan in the department for grouping and promotion?* (10)

(1) Score 3 or 0.....

(2) Score 3 or 0.....

(3) Score 0 to 1.....

(4) Score 0 to 2.....

(5) Score 1 or 0.....

TOTAL FOR b.....

c. *Do the members share in the program?* (12)

(1) Score 2 or 0.....

(2) Score 1 or 0.....

(3) Score 1 or 0.....

(4) Score 0 to 1.....

(5) Score 0 to 2.....

(6) Score 0 to 1.....

(7) Score 0 to 1.....

(8) Score 0 to 1.....

(9) Score 0 to 1.....

(10) Score 0 to 1.....

TOTAL FOR c.....

d. *Do the members attend regularly and punctually?* (7)

(1) Score 0 to 4.....

Allow 1 point if the average attendance is 70% to 75%, 2 points if it is 75% to 80%, 3 points if it is 80% to 90%, 4 points if it is 90% to 100%.

(2) Score 0 to 3.....

Allow 1 point credit if 90% to 95% arrive on time, allow 3 points if 95% to 100% arrive on time.

TOTAL FOR *d*.....

TOTAL FOR DEPARTMENTAL CONSTITUENCY
AND MEMBERSHIP

14. *Departmental Session (20)*

(1) Score 0 to 7.....

Allow 2 points only if the session is omitted two Sundays, except as provided in the interpretations; 4 points only if the session is omitted one Sunday; full credit if the requirement is entirely met.

(2) Score 0 to 7.....

Allow full score if department is held 60 minutes each Sunday. Reduce score by 1 point for the first Sunday it is less than that, and 2 points for each additional Sunday up to 4. Allow no credit if the rule is varied from on four or more Sundays in the year.

(3) Score 0 to 6.....

Reduce score 1.5 points for each Sunday of variation from the rule of promptness. Allow no credit if the rule is varied from oftener than four Sundays a year. The word "promptness" shall be interpreted to mean a variation from the specified time of not more than two minutes.

TOTAL FOR DEPARTMENTAL SESSION.....

15. *Records and Reports (20)*

(1) Score 0 to 3.....

(2) Score 3 or 0.....

(3) Score 2 or 0.....

(4) Score 0 to 4.....

(5) Score 0 to 2.....

Allow full credit if reports are made at least quarterly.

(6) Score 0 to 2.....
 (7) Score 2 or 0.....
 (8) Score 0 to 2.....
 TOTAL FOR RECORDS AND REPORTS

16. *Outside Relationships (30)*

a. *Does the department maintain effective relationships with the home? (15)*

(1) Score 0 to 3.....
 (2) Score 0 to 3.....
 (3) Score 0 to 2.....
 (4) Score 0 to 2.....

Allow 1 point credit for one parent-teacher meeting; 2 points credit for two or more meetings per year.

(5) Score 0 to 3.....
 (6) Score 0 to 2.....

TOTAL FOR a.....

b. *Does the department maintain effective relationships with other agencies? (15)*

(1) Score 0 to 3.....
 (2) Score 0 to 2.....
 (3) Score 0 to 2.....
 (4) Score 0 to 2.....
 (5) Score 0 to 2.....
 (6) Score 0 to 2.....
 (7) Score 0 to 2.....

TOTAL FOR b.....

TOTAL FOR OUTSIDE RELATIONSHIPS

IV. Housing and Equipment

17. *Rooms* (40)

- (1) Score 0 to 8.....

Allow half the score for adequate space for assembly purposes, and half the score for adequate space for classroom purposes. The score should be based on the percentage of pupils provided with adequate space.

- (2) Score 0 to 4.....

- (3) Score 0 to 4.....

Base score on percentage of pupils for whom proper lighting is provided.

- (4) Score 0 to 7.....

Base score on percentage of classes for whom proper separation has been provided.

- (5) Score 0 to 3.....

- (6) Score 3 or 0.....

- (7) Score 0 to 4.....

- (8) Score 0 to 4.....

- (9) Score 0 to 3.....

TOTAL FOR ROOMS.....

18. *Equipment* (35)

- (1) Score 0 to 6.....

- (2) Score 0 to 7.....

- (3) Score 0 to 22 as follows:

- (a) Score 0 to 3.....

- (b) Score 0 to 1.....

- (c) Score 0 to 2.....

- (d) Score 0 to 3.....

- (e) Score 0 to 2.....

- (f) Score 0 to 3.....

Base score on tone quality.

- (g) Score 0 to 3.....

- (h) Score 0 to 2.....

- (i) Score 0 to 3.....

TOTAL FOR EQUIPMENT.....

19. Literature and Supplies (40)

(1) Score 0 to 20.....
Base score on the percentage of pupils properly provided with materials.

(2) Score 0 to 20.....
Base score on the percentage of teachers properly supplied.

TOTAL FOR LITERATURE AND SUPPLIES.....

20. Service and Upkeep (30)

(1) Score 0 to 4.....

(2) Score 0 to 5.....

(3) Score 0 to 5.....

(4) Score 0 to 4.....

(5) Score 0 to 3.....

(6) Score 0 to 3.....

(7) Score 0 to 3.....

(8) Score 0 to 3.....

TOTAL FOR SERVICE AND UPKEEP.....

Grand Total Department Score.....

Percentage Standing of Department
(Divide Total by 10).....

Summary

	Perfect Score	Department Score	Total
I. Curriculum			
1. Worship	70	—	
2. Service	65	—	
3. Study	70	—	
4. Social and Recreational Life.....	55	—	
5. Personal Religious Life.....	65	—	
TOTAL FOR CURRICULUM.....	325		—
II. Leadership			
6. Personal Qualities	95	—	
7. Skill in Leadership.....	95	—	
8. Training and Experience.....	95	—	
TOTAL FOR LEADERSHIP.....	285		—
III. Organization and Administration			
9. Unity of Program.....	35	—	
10. Finance	25	—	
11. Staff of Workers	35	—	
12. Training and Supervision of Workers	45	—	
13. Departmental Constituency and Membership	35	—	
14. Departmental Session	20	—	
15. Records and Reports	20	—	
16. Outside Relationships	30	—	
TOTAL FOR ORGANIZATION AND ADMINISTRATION	245		—
IV. Housing and Equipment			
17. Rooms	40	—	
18. Equipment	35	—	
19. Literature and Supplies	40	—	
20. Service and Upkeep.....	30	—	
TOTAL FOR HOUSING AND EQUIPMENT.....	145		—
Grand Total	1000		—
Per Cent	100		—

**INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION**

**A Proposed Standard
for
Adult Religious Education
in the Church**



**THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
203 NORTH WABASH AVENUE, CHICAGO, ILLINOIS**

INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION

A Proposed Standard
for
Adult Religious Education
in the Church

*Approved by the International Council of Religious Education,
203 N. Wabash Avenue, Chicago, Ill., February 1929,
for experimental use under the direction
of the Bureau of Research*

Price 20 cents

THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
22ND FLOOR, 203 NORTH WABASH AVENUE
CHICAGO, ILLINOIS

INTERNATIONAL STANDARDS IN RELIGIOUS EDUCATION

GENERAL STANDARDS

The Educational Work of the Church (in preparation)
Standard A for the Sunday Church School
Standard B for the Sunday Church School
Standard for the Vacation Church School
Standard for the Weekday Church School

DEPARTMENTAL AND DIVISIONAL STANDARDS

Standard for the Beginners' Department
Standard for the Primary Department
Standard for the Junior Department
Standard for Intermediate, Senior, and Young People's Departments, or Combinations of Departments, in the Young People's Division
Standard for Adult Religious Education in the Church

Copyright, 1930, by

The International Council of Religious Education

Printed in U. S. A.

A Proposed Standard for Adult Religious Education in the Church

PURPOSE OF THIS STANDARD

THIS standard has been prepared by a group of leaders in adult religious education, representing many different denominations and with experience in church schools of varied types, rural and city, large and small. It seeks to describe a workable ideal for adult religious education in the church. Its most important section is that which deals with the religious aims. If such aims are reached in full measure, the means by which it is done are relatively unimportant.

Experience has shown, however, that these aims are more surely reached under certain conditions and by the use of certain kinds of material and methods. It is at this point that the leader can exercise control. No one can directly control loyalty to Jesus Christ or growth in Christian character in another person, but one may seek to establish in his own home; church, and community the conditions under which loyalty and growth may more surely take place.

It is the purpose of this standard to describe such conditions and means in sufficient detail to enable leaders to study and measure the conditions of their own work with a view to further development and improvement.

USING THIS STANDARD

This standard should be used as a suggestive aid to the improvement of adult religious education, not as a fixed measuring stick by which schools are to be compared and graded. There can never be one standard equally applicable to all conditions. The religious aims of adult education are universally valid. Each leader using this standard should study carefully the conditions under which these aims can best be reached, interpret these honestly in terms of his own local situation, and earnestly seek to approximate them as nearly as possible. Full suggestions for the use of this standard are given in the appendix on page 27.

Scoring directions are furnished in a separate pamphlet in order that those using this standard may make a definite record of attainment at various times and so mark progress or loss. If the adult religious education in a given church be studied and scored at a given date, and again six months or a year later, the comparison of scores may be rather significant either for stimulus or encouragement. The scoring should be done both times by the same person or group so that results may be comparable.

This standard is issued in experimental form, and will be revised in the light of the findings of the experimental work which is being done on it. Adult workers can render valuable service to the cause of religious education by carefully using this instrument, and reporting the results to the Bureau of Research of the International Council of Religious Education.

A SYSTEM OF STANDARDS

This standard is one of a system of standards for religious education in the church. There is one comprehensive standard for the entire educational program of the church entitled *The Educational Work of the Church*. This is now being prepared and will probably be available in the spring of 1930. There are standards also which are planned specifically for the Sunday session of the church school, the several departments of the church school, and for the vacation and weekday church school. The inside front cover of this pamphlet gives the complete list.

In a church where the adult department of the Sunday church school is but one of several agencies carrying joint responsibility for a unified program of religious education for adults, it should cooperate with these other agencies in order to avoid overlapping and duplication. Throughout this standard the adult department should be regarded as meeting the requirements on any given item if it definitely cooperates with other educational agencies of the church, and discharges its share of the responsibility covered by that particular item. This relationship can best be maintained through the use of *The Educational Work of the Church*.

WHAT IS THE CHURCH SCHOOL?

The term "church school" is used to designate that organization through which the entire educational program of the

church is administered. The church school may carry out its complete program through various units of organization such as the Sunday church school, weekday church school, missionary societies, young people's and other societies and clubs. In a church school which has a thoroughly integrated program these units of organization will provide a cumulative experience which preserves an essential unity in the life of the pupil. The term "Sunday church school" is used to designate the organization which commonly meets on Sunday morning for worship and study, or what is more generally known as the Sunday school.

This standard deals with adult religious education and, in keeping with this interpretation of the church school, includes all the activities of adult life with which the church is concerned and which contribute to the religious education of men and women.

THE ADULT PROGRAM

The ideal sought is that of a comprehensive, unified program for adults in the local church. This does not necessarily mean a single departmental organization in the sense in which that has been commonly understood, with regular departmental sessions for worship and business. Experience shows that work with adults may often be carried on to better advantage in separate groups formed on the basis of age, sex, or particular interest. These groupings need not, and probably will not be permanent, but will change from time to time according to the dominant interests and needs of individuals.

Neither does a good program for adults require an unvarying schedule of prescribed activities. Men and women engage most heartily in activities that they choose for themselves. The problem is that of so stimulating and guiding these as to secure unity of purpose, community of interests, the spirit of fellowship in life and service, and the fullest possible realization of the aims stated below.

THE AIM OF ADULT RELIGIOUS EDUCATION

The final test of the program of religious education is the extent to which it helps people in learning to live the Christian life. This life-centered objective should be kept constantly in mind in evaluating the work of the church school. The test

that should be applied is—does it succeed in achieving such aims as the following:

The development in men and women of:

1. An increasing consciousness of God as a reality in all human experience and a sense of personal relationship to him.
2. Increasing loyalty to Jesus Christ and to his cause.
3. Continuous growth in Christian character.
4. A Christian interpretation of life and of the universe as expressing the divine purpose and plan, and a philosophy of life built upon this interpretation.
5. Growing ability and desire to participate in and contribute to the building of a Christian community and world.
6. The progressive assimilation of the best religious experience of the race as expressed in the Bible, in other religious literature, and in life.
7. Increasingly effective participation in the life and work of the church, as the organized society of Christians and the chief agency through which the cause of Jesus Christ is to be advanced.

THE MEANS BY WHICH THESE AIMS ARE TO BE ACHIEVED

The following outline will give a bird's-eye view of the scope of this standard. The figures following each item indicate the portion of the total 1,000 points to be allotted to it.

I. *Program* (325)

1. Worship (70)
2. Service (65)
3. Study (70)
4. Social and Recreational Life (55)
5. Personal Experience in Religion and the Church (65)

II. *Leadership* (285)

6. Personal Qualities (95)
7. Training and Experience (95)
8. Teaching and Executive Ability (95)

III. *Organization and Administration* (245)

- 9. Unity of Program (35)
- 10. Budget (25)
- 11. Staff of Workers (35)
- 12. Training and Supervision of Workers (45)
- 13. Membership (35)
- 14. The Session (20)
- 15. Records and Reports (20)
- 16. Outside Relationships (30)

IV. *Housing and Equipment* (145)

- 17. Rooms (40)
- 18. Equipment (35)
- 19. Literature and Supplies (40)
- 20. Service and Upkeep (30)

In the following pages are presented detailed descriptions of the various items of this standard together with specifications for their achievement.

I. Program

The curriculum for adults includes whatever experience is provided by the church or influenced by it to help men and women in learning to live the Christian life and to make progress in the growth of Christian character. It includes not only the course of study but also such things as worship, service activities, social and recreational activities and participation in the life and work of the church. Because of the fact that, for adults, full participation in the life of the church is essential, it is impossible to confine the program to the limits of any one group or organization. The dominant aim of any organization for adult religious education should be to lead its members into the fullest participation in the life and work of the church.

1. *Worship*

Worship is an important means of developing a sense of personal relationship and fellowship with God. The experience of worship helps to make God real, to interpret more clearly his purpose and plan, and to center thought and feeling upon the commanding ideals of Christian living. Worship, thus, gives motive and direction to conduct.

a. *Provision for Worship.* Because of the central importance of worship in Christian experience, the adult program should make adequate provision for it, preferably in the worship services of the church, or, when special conditions make it necessary, in departmental or class sessions. These, however, should not be made a rival of or a substitute for the church services.

- (1) Does the church provide services of worship in which the planning of the program, materials used, and the leadership are in keeping with the suggestions *a* to *e* of this section?
- (2) Is definite effort made to secure the attendance of members of adult groups in the church school at these church services?
- (3) If departmental or class periods of worship are held, are these at least fifteen minutes in length?
- (4) Are all worship periods kept free from announcements, interruptions, or distractions that interfere with the spirit of worship?

b. *Quality of Programs.* To secure genuine worship, the program must be prepared with care and conducted in a spirit of sincerity and reverence. Unity of thought and suitable materials are of the utmost importance. An effective program of worship will combine three factors: the *intellectual* element of an understanding of God's purpose and plan, the *emotional* element of honest admiration of God's purpose and plan, and the *active* element of self-dedication to God's purpose and plan.

- (1) Does each program of worship have a central theme, related to adult experience, which gives unity and purpose to the whole?
- (2) Are the Scripture readings, hymns, and prayers calculated to stimulate thoughtful understanding of God's purpose and plan?
- (3) Is the music, instrumental or vocal, of such beauty and dignity as to create an atmosphere of reverent communion with God?
- (4) Is there an element of genuine feeling which tends to create a desire to do God's will?

c. *Adaptation of Materials.* Programs of worship, to be effective, must be adapted to the experience and needs of those who are to use them. Hymns, prayers, and other elements must fairly and honestly express the best thoughts, feelings, and aspirations of the worshipers.

- (1) Are the programs of worship definitely planned with reference to the dominant interests and needs of those who are to use them?
- (2) Do the readings, hymns, and prayers fairly express the honest convictions and the highest aspirations of the worshipers?

d. *Leadership.* It is a serious undertaking to lead a group in public worship and one that calls for careful personal preparation. The leader must be himself a worshiper if he would guide others into that experience. He must sincerely share with the members of the group in the act of worship.

- (1) Do those who lead in the services of worship make definite effort to prepare themselves, mentally and spiritually, for this responsibility?
- (2) Does each leader, whether pastor, lay leader, or leader in the ministry of music, seek to identify him-

self in thought and feeling with the spirit of the program and with the members of the group, so that he worships with the rest, not merely conducts a program for others?

e. *Individual and Group Participation.* Worship is a personal experience. The social worship of the group must be shared by each member if it is to have value for each one.

- (1) Do the members of each worship group participate generally and heartily in the programs of worship?
- (2) Is this habit of general participation encouraged by selecting individual members from time to time to share in planning and conducting the worship programs?

f. *Training.* The habit of worship may be cultivated and appreciation in its practice heightened by thoughtful training. Worship has its own technique and its peculiar forms and symbols. The study of the significance of these is important that the act of worship may be intelligent and sincere, not merely formal. Such training should be provided apart from the period of worship.

- (1) Is provision made, apart from the worship period, for such training as shall make the members of the group familiar with new hymns, forms of prayer, and other elements of worship, and help them to interpret aright the symbols and forms of worship?

2. Service

Learning to live the Christian life takes place in the doing of Christlike deeds as well as in worship and study. Personal service and the giving of money for the support of worthy causes are essential to any well-rounded program of Christian experience.

a. *The Program of Service.* If the actual values of service are to be realized, the program must be regular and systematic, not spasmodic or dependent upon passing emotions. There should be a definite program of service activities marked by such characteristics as are indicated in the following questions.

- (1) Is the program of service activities carefully planned in advance?
- (2) Is this program comprehensive? Does it include the varied interests and responsibilities of the church and

of the denomination in community, home and foreign missionary, and inter-denominational enterprises?

- (3) Is it graded? Does it present projects and undertakings adapted to the varied interests and capacities of different members?
- (4) Is it continuous, so as to develop habits of system, regularity, and loyalty to responsibilities assumed?
- (5) Is it so correlated as to create in members of the various adult groups common interests and fellowship in service? Does this same correlation exist between the service activities of the adult groups and those of the local church as a whole?

b. *Quality of Service.* The religious educational value of service depends upon the spirit and manner in which it is rendered more than upon what is done or the amount of money given. Satisfaction is a powerful motive for service and this depends largely upon the skill with which the service is rendered and the effectiveness of the result. The following questions indicate some of the important qualities that should characterize the program of service.

- (1) Is every effort made to furnish clear and adequate information regarding the causes to be served, so that the service rendered may be intelligent?
- (2) Are members given full opportunity to exercise choice in the selection of their projects or objects for service in the light of clear information?
- (3) Is tactful guidance provided so that projects of service may be carried through with the greatest possible effectiveness?
- (4) Is the effort made to acquaint members with the results of their service or gifts of money?
- (5) Is service rendered in a spirit of brotherly kindness and as the result of true Christian impulses?
- (6) Is the effort made to assign definite tasks to persons fitted to undertake them?

c. *Giving.* Giving is a part of personal service. Money is an important means of self-expression and the use one makes of it is a fair indication of the range and quality of his interests. The giving of money as well as other forms of personal service is an important subject for religious education.

- (1) Are plans for raising money for the work of the church and other worthy causes such as to make

giving intelligent, voluntary, and expressive of genuine Christian impulse?

- (2) Is definite provision made for the regular consideration of the principles of stewardship with the purpose of securing its practice on the part of adults?
- (3) Are the methods used in raising money such as to create a spirit of fellowship in giving rather than competition?
- (4) Is emphasis placed upon the fact and spirit of giving rather than the amount of the gift?

3. Study

A well-rounded Christian character will have as one of its factors sound knowledge acquired through experience, study, and discussion. The adult Christian should be able to interpret the Bible and other Christian teachings reasonably and to approach ethical decisions in the light of adequate knowledge of all available facts.

a. *Materials.* Teaching materials for adults should be selected with reference to the experience and needs of men and women and should be sufficiently varied to include the Bible and such other records of human experience as may contribute to the development and enrichment of Christian thought and living.

- (1) Are the courses of study, texts, and other materials well adapted to the experience and needs of adults?
- (2) Do the members of adult groups select their own courses of study?
- (3) How many of the following named subjects are covered by the curriculum for adults?
 - (a) Bible history and teachings
 - (b) History and teachings of the Christian church
 - (c) Personal religion
 - (d) Problems of home and community life
 - (e) Home and foreign missionary work of the local church
 - (f) Home and foreign missionary work of the denomination
 - (g) Economic and industrial relationships
 - (h) Racial and international relationships
 - (i) Training for Christian leadership
- (4) Are missionary education and education in social relations regarded as important and integral parts of the curriculum?

✓ b. *Method of Treatment.* The value and effectiveness of study depend, not only upon the nature of the materials, but upon the way they are used. Study should be undertaken with the honest desire to learn the truth and to use it in the solution of practical problems in everyday living.

- (1) Are study and discussions conducted in a spirit of openmindedness and honest desire to learn the truth?
- (2) Is there a spirit of fellowship in cooperative discussion evidenced by consideration and respect for the opinions of others?
- (3) Is definite effort made to counteract the tendency toward fixed opinions and intolerance characteristic of many older men and women?
- (4) Are study and discussion so planned as to lead to definite conclusions and toward action and conduct of life?

c. *Time.* Class study periods should be of sufficient length to make effective work possible. For adults this requires time enough for discussion based on a fairly comprehensive presentation of the facts upon which reasoned judgment may be formed.

- (1) Are the class study periods for adults at least forty-five minutes in length?

4. *Social and Recreational Life*

Social and recreational activities help to develop comradeship and understanding. They afford opportunities for training in the practice of moral discrimination and religious principles tending to promote growth in Christian character. Provision for such activities is an important part of the program of adult religious education.

a. *Scope.* The nature and extent of the social and recreational program will depend in part upon the provisions made by the home and by community agencies. Duplication should be avoided except when needed in order to overcome undesirable influences and associations, or in order to secure character results that are not achieved by these other agencies. The church should feel responsible for helping to improve the social and recreational life of the community.

- (1) Are the provisions made by home and community agencies taken into account in planning the social and

recreational program so as to avoid unnecessary duplication?

- (2) Is definite effort made to influence for the better the social and recreational life of the community?

b. *Quality.* The religious educational value of social and recreational activities is realized only when these are conducted in accordance with the best ideals and with such aims as are indicated in the following questions.

- (1) Are social gatherings planned and conducted with the definite aim of promoting wholesome friendships?
- (2) Is advantage taken of opportunities for bringing together in natural fellowship persons of differing racial or social groups?
- (3) Which is emphasized and regarded more highly in the conduct of athletic events—fair play and good sportsmanship or the winning of the contest?

5. *Personal Experience in Religion and the Church*

The chief aim of adult religious education is to lead each person into an increasingly intelligent, rich, and intimate religious experience which shall include a personal faith in God, the acceptance of his way of life as manifested in Jesus Christ, and active membership in the church. Joining the church and taking part in its work is not only an evidence of loyalty to Christ, but an important means of culture and growth in Christian living.

- (1) Is a definite effort made to lead each member into an intelligent faith in God and definite acceptance of Jesus Christ?
- (2) Does the curriculum provide for study of the meaning and claims of Christianity in the church?
- (3) Is the effort made to lead those who are intellectually and spiritually prepared therefor to join the church?
- (4) Is provision made for training those who unite with the church in the meaning and duties of church membership?
- (5) Is provision made for such fellowship and influence as shall result in continued growth and increasing satisfaction in the experience of church membership?

II. Leadership

Right leadership is, after all, the heart of the religious educational problem. Good materials and methods are simply better tools for the skillful leader; they cannot of themselves guarantee good results in the hands of the unskilled.

6. *Personal Qualities*

Effective leadership depends in large measure upon the personality of the leader. Certain traits may be recognized as essential to a good leader in the church school. Let the rating of each worker be based on the extent to which the following questions can be answered affirmatively.

- (1) Is his work marked by strong Christian purpose?
- (2) Does he manifest a spirit of enthusiasm and confidence?
- (3) Are his relationships with the members of his group friendly, sympathetic, and considerate?
- (4) Does he command the respect and admiration of those with whom he works?
- (5) Does he manifest interest in and loyalty to the educational purposes of the church?
- (6) Is he regular and punctual in attendance at church services and class sessions?
- (7) Does he make careful preparation for his work and give evidence of ability to learn from experience?
- (8) Does he take an active part in the life and work of the church?

7. *Training and Experience*

A leader in religious education should have had enough experience in Christian living to be able to guide others in the development of a like experience. For the adult leader difference of age is not so important as the quality of his experience: the thoughtfulness, wisdom, energy, and skill with which he has faced life problems and reached Christian solutions. This is the first requisite for a good leader in adult religious education. He should also be equipped for his work by means of specific training, including practical knowledge of the interests, characteristics, needs, and activities of adult life; knowledge of the principles, materials, and methods of teaching, and skill in using

them; and thorough understanding of the Christian message and program.

- (1) Is he sufficiently experienced to be able to guide the members of his group in the development of their own Christian experience?
- (2) Is his general educational preparation, not counting normal school or other professional training, equal to that of leaders in general adult education in the community?
- (3) Has he taken training in religious education such as work in a teacher training class, community training school, summer school, or other courses in religious education equivalent to at least two units in the International Standard Leadership Curriculum?
- (4) Is his knowledge of the Bible, or such other subject as he may be called upon to teach, sufficiently full and accurate to enable him to present it clearly and helpfully?
- (5) Has he had at least one year of teaching experience under competent supervision?
- (6) Does he seek or willingly accept the assistance of his supervisor or superintendent in the improvement of his work?
- (7) Does he regularly read at least one educational journal or at least one book on religious education each year?
- (8) Does he regularly attend the workers' conferences of his church school and at least one institute or training school each year?

8. *Teaching and Executive Ability*

The final test of a leader is the measure of success with which he does his work. This success, in adult religious education, will depend principally upon the answers which can be given to the following questions.

- (1) Does he have definite aims as to what he wants to accomplish with his group?
- (2) Is he effective in stimulating and guiding cooperative discussion instead of doing most of the talking himself?
- (3) Is he open-minded and fair in bringing out the different aspects of a given problem and in his consideration for differing points of view?

- (4) Is he skillful in arousing and maintaining interest and attention?
- (5) Is he skillful in the use of illustrations, questions, and other teaching methods?
- (6) Does he show initiative and adaptability in planning his work and in meeting unexpected situations?
- (7) Does he successfully meet the spiritual needs of the members of his group in aiding their growth in Christian character?

Superintendents and other administrative officers who have to do with adult work should meet the tests suggested in the following questions.

- (8) Is he skillful in conducting workers' conferences and in guiding cooperative discussion regarding the problems of adult work?
- (9) Is he open-minded and fair in his attitude toward differing and conflicting opinions?
- (10) Is he willing to consider new plans and methods and to try such as seem to possess merit?
- (11) Does he secure the hearty cooperation of those with whom he works?
- (12) Does he command the respect and admiration of those with whom he works?
- (13) Does he show initiative and resourcefulness in planning work and in meeting unexpected situations?
- (14) If responsible for worship programs, does he conduct these with dignity, reverence, and appreciation?

III. Organization and Administration

9. *Unity of Program*

The work of adult classes and groups should be administered and supported as an integral part of the general educational program of the church through duly appointed officers and committees. An outline of this general organization is furnished in the first of this series of standards, *The Educational Work of the Church*.

All of the activities of adult life with which the church is concerned should be so correlated as to secure unity of impression and purpose and a program free from conflicts and needless duplication of effort.

a. *Relation to the Board, Council, or Committee on Religious Education.* The responsibility of the church for its religious educational work is best met through the agency of a religious education committee, educational board, or similar agency, by whatever name it may be called.

- (1) Is the program of adult religious education carried on under the general supervision of a religious education committee of the church?

b. *Correlation.* The activities of the various adult organizations within the church should be so correlated as to produce the best results. This would include such organizations as Bible classes, missionary societies, men's clubs, and the like.

The aim of correlation is to insure unity of purpose, community of interest, the promotion of a spirit of fellowship throughout the church, and to avoid conflicts and duplication of effort.

- (1) Is definite effort made to correlate the work of the various organizations in the church which have to do with the religious education of men and women such as those named above?
- (2) Is there a leader's council in which all those responsible for the activities of adult groups may meet together with the leaders of other organizations that all may be mutually informed with reference to plans and activities?

10. *Budget*

Adult groups will naturally take the initiative and bear the major responsibility for their own budgets. These groups, however, have a responsibility with reference to the general work of the church under whose auspices they operate. For this reason the financial affairs of all such groups should be conducted in conference with and with the approval of the officers appointed to have charge of the church finances.

- (1) Are the budgets and other financial affairs of the adult department or of adult groups conducted in conference with and with the approval of the religious education committee or the officers in charge of church finances?
- (2) Are accurate accounts kept and vouchers regularly audited at least once each year by duly appointed and competent persons?
- (3) Are regular reports made to the proper officers?

11. *Staff of Workers*

a. *Number and Duties.* The number of officers and leaders and their duties will depend upon the nature of the general organization and the number of adult groups, and one of the general officers will be needed for the sake of unity and correlation in the work (see Section 9), whether regular departmental sessions are held or not. There should be such officers and leaders as are indicated in the following questions.

- (1) Does the adult department have a superintendent or principal and such other general officers as are needed to carry on the work with effectiveness?
- (2) Is there a leader for each organized class or group? (Good use may be made of specialists, when such are available, to serve for limited periods in the leadership of special studies.)
- (3) Does the department have a president for each organized group, and such other officers as are needed to carry on the work with effectiveness?

b. *Method of Appointment.* Members of adult groups should have a considerable amount of choice in the selection of their leaders. The unity of the educational program of the church should also be conserved. Appointments may best be made according to methods suggested in the following questions.

- (1) Do the members of adult groups nominate their officers and leaders for election or appointment by the body responsible for the educational work of the church?
- (2) Are appointments made strictly on the basis of personal qualification for the task which each leader is to perform, giving the welfare of the whole group and the interests of the work precedence over any other considerations?

c. *Democracy of Administration.* The work of adult groups and of the department or any general organization should be conducted as a joint enterprise.

- (1) Do officers, leaders, and members share in the administration of the work so far as is consistent with efficiency?

12. *Training and Supervision of Workers*

a. *A Training Program.* The leadership training program should take account of the needs of adult groups as well as of others. Provision should be made for the supply of new leaders and for the better preparation of those in service. The aim should be to give to each adult leader the amount and quality of training indicated in Section 7 of this standard.

- (1) Is leadership training provided in classes conducted by the church, in community training schools, summer conferences, institutes, extension courses, correspondence study, or similar agencies and means?
- (2) Is definite and continuous effort made to enlist for training those who have the qualities of leadership?
- (3) Is there definite and continuous effort to induce those already serving as leaders to fit themselves for better work?

b. *Supervision.* Teachers and officers should have the benefit of guidance which shall help to broaden their outlook and improve the quality of their work. Such guidance should be given by one who has had training and experience in supervision and who can offer suggestions wisely and in a friendly spirit. The pastor, director of religious education, superintendent of the school, or some other person who is qualified and appointed for the task should undertake this responsibility of supervision.

- (1) Is regular supervision carried on by a competent person or persons duly appointed for this task?
- (2) Does supervision include regular visitation of classes, group conferences, etc., followed by individual conferences with leaders for the discussion of problems that have been noted?
- (3) Are leaders encouraged to visit and observe the work of other adult groups in their own church and elsewhere, including the work of any agencies for general adult education?

c. *Workers' Councils.* General councils of the church school workers should be held at least quarterly, and departmental councils at least eight times a year. The programs should be directed toward the better understanding of the work and the better preparation of workers. Such programs may include the discussion of a general topic in religious education, an

immediate problem of local interest, a book or article on some phase of religious education, and similar features. Care should be taken to make all the programs practical in their bearing upon the work of those who attend. The year's program should be planned in advance with an effort to secure unity of aim and progress of thought. Outside speakers may frequently be invited to present subjects regarding which they have specialized knowledge, but care should also be taken to develop the leadership of the local group by assigning specific topics to various members.

- (1) Do the leaders of adult groups regularly attend and participate in the general conferences for all the church school workers?
- (2) Do the leaders of adult work hold separate meetings for the discussion of problems in their own field of work?

d. *Workers' Library.* The proper training and development of leaders calls for reading and study. Books and magazines should be made available for use in a library which should include books on adult work.

- (1) Is there a workers' library containing books on adult work which are available for use by leaders?
- (2) Is the effort made to cooperate with the local public library by suggesting books and magazines and getting them used to advantage?

13. *Membership*

a. *Discovery and Enrolment.* The church, in cooperation with other educational agencies, has responsibility for the Christian education of its entire constituency. It is not enough that the membership enrolled in any given group shall be larger this year than last; the church should seek to meet as fully as possible the religious needs of all those for whom it is responsible. These are: (1) enrolled members, (2) members of church or Sunday school families not now enrolled in any church or school, (3) all others in the parish having no preference for or connection with any other church or church school.

- (1) Do those responsible for the program of adult religious education seek to meet the needs of the entire constituency?
- (2) Is continuous effort made to keep the constituency list up to date?

- (3) Is the church membership list regularly compared with the records of adult groups for the purpose of discovering prospective members?
- (4) Are community or parish surveys made for the same purpose?
- (5) Is there consistent or sustained effort to secure the enrolment of new members by personal effort and visitation?
- (6) Are absentees systematically followed up?
- (7) Is advantage taken of the fact that adults may often be led to enrol for special courses or projects for a definite period when they will not join a class for an indefinite term?

b. *Attendance.* Regular and punctual attendance upon all sessions is essential to the best results. Frequent absences mean loss of continuity of thought and sustained interest. Tardy attendance means interruption of worship or study.

- (1) Is the average attendance 70% to 100% of the average number belonging to the department?¹
- (2) What per cent of those attending arrive at the opening of the school?

c. *Non-attendant Groups.* The responsibility of the church for its entire constituency (see paragraph *a* of this section) requires that it make provision, not only for those who attend the sessions of its adult groups, but also for those who, because of age, health conditions, or other reasons are unable to do so.

No standard program for extension work can be outlined, as conditions vary widely. Each church must seek to meet the needs of its own constituency in the best possible manner.

- (1) Is provision made for non-attendant persons and groups through church school extension work or a home department with a program of study covering the same general range of subjects as indicated in Section 3 *b* of this standard?
- (2) Are extension or associate memberships maintained for non-attendant persons, enrolling these upon a special list and keeping in regular communication with them?

¹ First find the *average attendance*. This is done by adding the attendance figures (exclusive of visitors) for all the sessions of the school year and dividing this sum by the number of sessions held. Now divide the average attendance by the *average number of persons belonging* to the department during the school year, and you will have the answer to question (1) in terms of *per cent of attendance*.

- (3) Is provision made for occasional gatherings of such non-attendant members for social fellowship and the discussion of topics of common interest?
- (4) Is provision made in the program of extension work for the study of parenthood, child training, and religious education in the home?

14. *The Session*

Sessions of adult groups should be held regularly according to the schedule adopted.

- (1) Is each regular session of an adult group at least sixty minutes in length?
- (2) Do such sessions open and close promptly?
- (3) Is care taken not to allow these sessions for worship and study to be interrupted by casual visitors, special days in the church (unless the class shares in the observance), or similar reasons?

15. *Records and Reports*

An accurate system of records should be maintained which will supply all the information required for the efficient management of the adult work. This will include: (a) a permanent record of each member, giving name and address, relation to church (member or not), and date of registration in the school; (b) attendance records of each member; (c) list of prospective members. Other information may be needed by some schools.

- (1) Is a system of records maintained which supplies at least the facts mentioned in the preceding paragraph?
- (2) Are these records used as a basis for studying and estimating the progress of the work?
- (3) Are reports based upon these records regularly made to the school, church, denomination, and state council of religious education, giving such information as may be needed?

16. *Outside Relationships*

Each member of an adult group has many contacts during the week which influence his religious life and which must be taken into account in planning his program of religious education.

a. *The home.* The home is a vital factor in character formation. While this is more commonly noted with reference to children, it is true of the older members of the family also.

Home relationships are mutual and the way in which husbands and wives, parents and children cooperate in meeting the obligations and responsibilities of family life has its influence upon the development of character in young and old. There is no more important item in the program of adult religious education than this of religious education in the home.

- (1) Does the program of adult religious education make definite provision for helping men and women to meet the obligations and responsibilities of family life in accordance with Christian principles?
- (2) Is an effort made to encourage the formation and practice of the habit of private, individual, and family devotion?

b. *The Community.* If religious education is to be effective in meeting life needs, it must take account of neighborhood and community experience, all of which is pertinent for investigation, discussion, and cooperative service.

- (1) Is definite effort made to lead members of adult groups to participate effectively in worthy community enterprises?
- (2) Does the program of adult religious education in the church seek to cooperate with other agencies for adult education and community welfare?
- (3) Do those responsible for the adult program seek information regarding the conditions of employment, social, and recreational life in the community, and to lead the members of their groups in definite efforts for such improvement in these conditions as may be needed?

c. *Religious Education Organizations.* The adult groups of the church should seek to cooperate with larger movements in the field of religious education and to avail themselves of the help that may be derived from affiliation with these, either directly or through the church school.

- (1) Do the leaders of adult religious education cooperate with their denominational board of education by giving their support in an approved way, by furnishing such reports as may be required, by sending delegates to conventions and institutes, and by making use of such assistance in their work as the denominational board may provide?
- (2) Do these leaders cooperate with the council of religious education (district, county, or city) and with the

state and International councils by giving their support in an approved way, by attendance at training schools, by sending delegates to conventions and institutes, and by making use of such assistance in their work as the councils may provide?

d. *General Movements for Adult Education.* In communities where movements for adult education are organized, cooperation with these may be of mutual advantage.

The need for guidance in reading is strongly felt by many adults. Too many are following the line of least resistance and reading inferior books and magazines for the lack of suggestions as to material of equal interest and greater value.

- (1) Is there definite effort to cooperate with such agencies for general adult education (extension courses, people's institutes, night schools, etc.) as may be organized in the community?
- (2) Is definite effort made to provide for suggestive guidance in the reading of adults?

IV. Housing and Equipment

The best type of religious education calls for buildings and equipment appropriate to its purpose. The structure, furnishings, and general appearance of rooms may help greatly to create, or may well nigh destroy an atmosphere of worship. Study and service activities are aided by suitable equipment.

17. Rooms

The rooms for adult groups should be adequate in number and size, properly arranged, and kept as neat and attractive as possible. Members should be able to feel satisfaction in using them and some pride of ownership.

- (1) Is the floor space of rooms used for adult work equal to the following minimum requirements: (a) for assemblies, 7 square feet per person; (b) for classrooms, 8 square feet; (c) for rooms used for both assembly and class work, 8 square feet?
- (2) Are separate rooms provided for each class, or where this is impossible, is space for each class screened off by curtains or movable partitions?
- (3) Are rooms for worship and study kept as free as possible from exterior noises or distractions?

- (4) In the choosing of rooms for adult classes, is proper account taken of the need for separate rooms for the younger pupils in the church?
- (5) Are suitable rooms provided for such social and recreational activities as are required?

18. *Equipment*

The quantity and quality of the equipment should be sufficient to meet the needs of the department. Leaders should not be handicapped for lack of necessary working tools.

- (1) Are movable seats or chairs provided for the use of adult groups?
- (2) Are groups whose work requires writing provided with tables or tablet arm chairs?
- (3) Are blackboards, maps, and other educational equipment provided for the use of each adult group?

19. *Literature and Supplies*

Literature, textbooks, and other working materials of good quality should be supplied in sufficient quantity and should be at hand when needed.

- (1) Are texts and reference works supplied of permanent value and of at least as high grade as those used in the public schools or agencies of adult education in the community?
- (2) Are sufficient Bibles and good hymnals available for the use of each group?

20. *Service and Upkeep*

A church school plant must be properly cared for to be of the largest service. It should be comfortably heated and well ventilated in any weather. A good janitor is an important factor in the work of religious education.

- (1) Are thermometers used and the rooms kept as nearly as possible at 68 degrees during the winter?
- (2) Are all the rooms well ventilated and the air kept fresh throughout each session?
- (3) Are seats so placed that members need not be seated facing the light or in a cross light?
- (4) Is suitable provision made for the orderly care of wraps, rubbers, umbrellas, etc.?
- (5) Are furniture and fixtures kept clean and in good repair?

Appendix

HOW TO USE THIS STANDARD

1. Make a careful study of the standard itself so that it may be fully understood. This study should be made by all of the teachers and officers of the department. This will make an excellent program for one or more meetings of your teachers and officers. One of the chief values of the standard is to enable your workers to see their tasks in a bigger light, and to make plans for improvement.

2. Plan to score your department. This may be done either by one individual, by a committee appointed for the purpose, or by a whole group of workers cooperatively. If the latter plan is used it will be necessary for an individual or committee to gather certain data outside of meetings. For this purpose the special *scoring pamphlet* should be secured, and a copy placed in the hands of each person who is to assist with the scoring. Make a careful rating of your department on each of the items of the standard, and put your results in such form that they can be preserved for future use.

3. If the scoring has been done by an individual or a committee, report the results to the entire group of workers. Give them an opportunity to discuss the scores assigned on each of the items. Discuss freely ways in which the department may be improved in order to score higher on these items. Out of this discussion should grow a program for the improvement of the department.

4. Plan a definite period during which the improvements on which you have agreed are to be made. This may occupy a quarter, two quarters, or a year. It is well to plan to do one or a few things at a time in order not to confuse your workers with many details. Let each understand clearly what the things are that he is to do in order to effect the desired improvement in the department.

5. At the end of the period set for improvement score your department again as before. Make a careful record of your rating on each of the items and compare this with the rating made on the first scoring.

6. Report again to the entire group of workers. Since a number of new workers will probably have been added to your group since the first scoring it will be well to take time to interpret the items of the standard wherever necessary. Let the workers see the results of the two scorings side by side. A good way to do this is by means of a graph with a different colored line to represent each of the scorings. Discuss fully in your workers' conference the results of this second scoring. Out of this should grow a new goal for attainment which may occupy another period of time, at the end of which the process of measurement will be repeated.

INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION

Scoring Manual

For use with

*A Proposed Standard
for
Adult Religious Education
in the Church*



THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
22nd Floor, Old Dearborn Bank Building
203 NORTH WABASH AVENUE
CHICAGO, ILLINOIS

Copyright, 1929, by
THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION

Price; 15 cents per copy, cash with order

Printed in the U. S. A.

Scoring Manual

for use with

A Proposed Standard for Adult Religious Education in the Church

THIS scoring manual has been prepared for use with *A Proposed Standard for Adult Religious Education in the Church*. The full interpretation of the points is given in the standard pamphlet itself.

A small committee should be made responsible for the work of scoring. Such a committee should plan to spend a liberal amount of time on this work. If possible, the members of the committee should be free on Sunday morning in order to observe the work in the department.

To begin with, the committee should study the entire standard and make its plans for securing the necessary data for scoring. In some cases the facts may be obtained from the records, in some cases by consultation with workers, in some cases by actual observation, and in still other cases by measurement of rooms. Some data can best be obtained when the school is not in session, other data must be secured while the session is going on. The teachers and officers should participate as largely as possible in the scoring, both in helping to determine the standing of the department, and in planning ways of improvement. Such self-rating will stimulate to better work.

Some of the items in the standard can be scored exactly on the basis of facts and figures available. Others require the exercise of judgment on the part of the scorer. Wherever such judgment must be based upon observation of the work which is being done, it is desirable to have several observations made and to take the average of the scores assigned at each observation.

In the case of a few of the items a department can earn either *all* or *none* of the points allowed for such item. In the scoring directions these are stated thus: "Score 5 or 0." On most of the items, however, a department will receive a proportion of the perfect score, depending on the extent to which it has reached the ideal. These are stated thus: "Score 0 to 5." In scoring such items it is helpful to think of the worst possible department as scoring 0, the best possible department as scoring perfect, and then deciding at which point between these two extremes the department in question would fall.

In following the scoring directions, it will be unavoidable to have some of your scores run into fractions. When these figures are summed up for each of the 20 major items, use the nearest whole numbers as the totals. (Begin with the decimal .5 in changing the totals to the next higher whole number.)

In the following directions, the numerical value allowed each question under each item is indicated. In most cases the questions are so worded as to require no further information for scoring. Wherever necessary however, instructions have been given on how to score. A summary form appears on the final page of this manual, to which the scores may be transferred after they have been determined.

This standard is scored on the basis of 1,000 points. If it is desired to show the score in percentages, divide your actual score by 10.

The 1,000 points were assigned to the four main divisions on the basis of relative importance. The scores assigned to each of the four major divisions were distributed among the subdivisions under each. Obviously the greater the number of subdivisions under any one major division, the smaller the score allotted to each such subdivision. Therefore the score of one subdivision should not be compared with the score of another subdivision.

I. Program (325)

1. *Worship* (70)

a. *Provision for Worship* (19)

- (1) Score 0 to 5.....
- (2) Score 0 to 5.....
- (3) Score 4 or 0.....
- (4) Score 0 to 5.....
- TOTAL FOR a.....

b. *Quality of Programs* (18)

- (1) Score 0 to 5.....
- (2) Score 0 to 4.....
- (3) Score 0 to 4.....
- (4) Score 0 to 5.....
- TOTAL FOR b.....

c. *Adaptation of Materials* (9)

- (1) Score 0 to 5.....
- (2) Score 0 to 4.....
- TOTAL FOR c.....

d. Leadership (10)

(1) Score 0 to 5.....

(2) Score 0 to 5.....

TOTAL FOR *d*.....

e. Individual and Group Participation (10)

(1) Score 0 to 5.....

(2) Score 0 to 5.....

TOTAL FOR *e*.....

f. Training (4)

(1) Score 0 to 4.....

TOTAL FOR *f*.....

TOTAL FOR WORSHIP

2. Service (65)

a. The Program of Service (22)

(1) Score 0 to 5.....

(2) Score 0 to 5.....

(3) Score 0 to 4.....

(4) Score 0 to 4.....

(5) Score 0 to 4.....

TOTAL FOR *a*.....

b. Quality of Service (25)

(1) Score 0 to 5.....

(2) Score 0 to 4.....

(3) Score 0 to 4.....

(4) Score 0 to 4.....

(5) Score 0 to 4.....

(6) Score 0 to 4.....

TOTAL FOR *b*.....

c. Giving (18)

(1) Score 0 to 5.....

(2) Score 0 to 4.....

(3) Score 0 to 4.....

(4) Score 0 to 5.....

TOTAL FOR *c*.....

TOTAL FOR SERVICE.....

3. Study (70)

a. Materials (30)

- (1) Score 0 to 10.....
- (2) Score 0 to 6.....
- (3) Score 0 to 7.....

Base score on the extent to which a balanced range of subjects is provided in the department.

- (4) Score 0 to 7.....

TOTAL FOR a.....

b. Method of Treatment (30)

- (1) Score 0 to 8.....
- (2) Score 0 to 7.....
- (3) Score 0 to 7.....
- (4) Score 0 to 8.....

TOTAL FOR b.....

c. Time (10)

- (1) Score 0 to 10.....

Determine the exact length of class session over a period of 3 to 5 Sundays and find the average. If this average is 45 minutes or more allow full credit. Reduce the credit 1 point for each minute it falls below 45, allowing no credit for 35 minutes or less.

TOTAL FOR c.....

TOTAL FOR STUDY.....

4. Social and Recreational Life (55)

a. Scope (25)

- (1) Score 0 to 10.....
- (2) Score 0 to 15.....

TOTAL FOR a.....

b. Quality (30)

- (1) Score 0 to 10.....
- (2) Score 0 to 10.....
- (3) Score 0 to 10.....

Base score on the extent to which fair play and good sportsmanship are emphasized rather than the winning of the contest.

TOTAL FOR b.....

TOTAL FOR SOCIAL AND RECREATIONAL
LIFE

5. *Personal Experience in Religion and the Church* (65)

- (1) Score 0 to 15.....
- (2) Score 0 to 10.....
- (3) Score 0 to 15.....
- (4) Score 0 to 10.....
- (5) Score 0 to 15.....

TOTAL FOR PERSONAL EXPERIENCE IN
RELIGION AND THE CHURCH

II. Leadership (285)

The chart at the center of this booklet has been prepared for convenience in scoring the department's leadership. The score of each worker must be determined on the basis of the perfect scores shown in the first column of the chart, and then the average for the department determined. It will be noted that the columns are numbered. This will make it convenient to assign a number to each worker, thus making it impossible for the casual observer to tell which column covers the score of a particular worker.

Some competent, impartial person or committee should score the workers on this chart. It will probably not be practical to ask all the workers to hand in their own scores since they will not want to show their ratings on some of the questions. There is great value, however, in self-rating on the part of workers. Such self-examination should be an incentive to improvement. Departments desiring to have their workers make a rating of themselves may secure separate rating-charts based upon the leadership section of *Standard A for the Sunday Church School* at 15c per dozen. This rating chart has been prepared with the general school in mind rather than one particular department, but includes most of the items given in *A Proposed Standard for Adult Religious Education in the Church*.

With but few exceptions, the questions in the standard indicate clearly how the scoring is to be done. The following notes will cover the questions on which further guidance will be needed.

6. *Personal Qualities*

In one sense such personal qualities as Christian purpose and spirit are so basic to all successful teaching that they should overtop all others. Yet they manifest themselves also in teaching ability and faithfulness to the task. For this reason the score on this item is made proportionate to others.

Scoring Sheet for

6. <i>Personal Qualities</i>		PERFECT SCORE
(1)	Christian purpose	15
(2)	Enthusiasm and confidence	10
(3)	Relationships with group	10
(4)	Respect and admiration of others	10
(5)	Loyalty to educational work of church	15
(6)	Regularity and promptness	10
(7)	Careful preparation	10
(8)	Active in work of church	15
TOTAL FOR PERSONAL QUALITIES		95
7. <i>Training and Experience</i>		
(1)	Sufficient experience	15
(2)	General education	15
(3)	Training in religious education	10
(4)	Adequate knowledge	15
(5)	Teaching experience	10
(6)	Attitude toward supervision	10
(7)	Educational reading	10
(8)	Workers' conference attendance	10
TOTAL FOR TRAINING AND EXPERIENCE		95
8. <i>Teaching and Executive Ability*</i>		
For teachers only	(1) Definite aims	20
	(2) Stimulating group participation	10
	(3) Fairness to differing viewpoints	10
	(4) Maintaining interest and attention	15
	(5) Use of teaching methods	10
	(6) Initiative and adaptability	15
	(7) Meeting spiritual needs of group	15
	(8) Conducting workers' conferences	15
For officers only	(9) Openminded and fair	10
	(10) Considering new plans and methods	15
	(11) Cooperation of others	15
	(12) Respect and admiration of others	10
	(13) Initiative and resourcefulness	15
	(14) Conduct of worship programs†	15
TOTAL FOR TEACHING AND EXECUTIVE ABILITY		95
<i>Grand Total Score for Leadership</i>		285

*Score each person only in one section for teachers or for officers. If the same person is scored in both sections, subtract 2 from the total score before recording.

†For officers who are not leaders of worship re-distribute the 15 points allowed on this item.

II—Leadership

[illegible]

her and officer he may be scored on both, but his total score on item 8 must be divided each to (9), (11), (13); 2 each to (8), (10), (12).

7. *Training and Experience*

- (3) Allow 5 points credit for 1 unit in the Standard Leadership Curriculum, or the equivalent thereof which the worker has completed, and 10 points credit for 2 or more units.
- (5) Allow full credit for one or more years of experience; no credit for less than one-half year's experience.
- (7) Allow 5 points for reading a religious education journal and 5 points for reading one or more books.
- (8) Allow 5 points credit for attending all the workers' conferences, and no credit for attending less than half. Allow 5 points credit for attending at least one institute or training school each year.

8. *Teaching and Executive Ability*

In this section workers should be scored either as teachers or as officers. In the case of those who are serving as both teacher and officer, scoring may be made on both sections, but the total score must be divided by 2 before it is recorded.

- (14) In the case of officers who are not responsible for worship programs, the credit allowed on this item should be re-distributed as follows: 3 points each to (8), (11), (13), and 2 points each to (9), (10), and (12).

III. Organization and Administration (245)

9. *Unity of Program (35)*

a. *Relation to the Board, Council, or Committee on Religious Education (10)*

(1) Score 10 or 0.....
TOTAL FOR a.....

b. *Correlation (25)*

(1) Score 0 to 15.....
(2) Score 10 or 0.....
TOTAL FOR b.....

TOTAL FOR UNITY OF PROGRAM

10. *Budget (25)*

(1) Score 8 or 0.....
(2) Score 0 to 9.....
(3) Score 0 to 8.....

Allow full credit if reports are made at least once each quarter. Allow no credit if reports are not made at least annually.

TOTAL FOR BUDGET

11. *Staff of Workers* (35)

a. *Number and Duties* (17)

- (1) Score 6 or 0.....
(2) Score 6 or 0.....
(3) Score 5 or 0.....
TOTAL FOR a.....

b. *Method of Appointment* (12)

- (1) Score 5 or 0.....
(2) Score 0 to 7.....
TOTAL FOR b.....

c. *Democracy of Administration* (6)

- (1) Score 0 to 6.....
TOTAL FOR c.....

TOTAL FOR STAFF OF WORKERS

12. *Training and Supervision of Workers* (45)

a. *A Training Program* (15)

- (1) Score 0 to 5.....
Allow full credit if adequate provision
is made for training by one or more of
these means.
(2) Score 0 to 5.....
(3) Score 0 to 5.....
TOTAL FOR a.....

b. *Supervision* (13)

- (1) Score 0 to 5.....
(2) Score 0 to 4.....
(3) Score 0 to 4.....
TOTAL FOR b.....

c. *Workers' Councils* (9)

- (1) Score 0 to 5.....
Base score on the percentage of meet-
ings attended by all the workers. Allow
no credit unless four or more meetings
per year are held.
(2) Score 0 to 4.....
Allow no credit unless four or more
meetings per year are held.
TOTAL FOR c.....

d. Workers' Library (8)

(1) Score 0 to 4.....

(2) Score 0 to 4.....

TOTAL FOR *d*.....

TOTAL FOR TRAINING AND SUPERVISION
OF WORKERS

13. Membership (35)

a. Discovery and Enrolment (18)

(1) Score 0 to 3.....

(2) Score 0 to 2.....

(3) Score 2 or 0.....

Interpretation of the word "regularly"
may vary according to the type of com-
munity. In a rapidly changing community
the lists should be compared at least once
a quarter.

(4) Score 2 or 0.....

(5) Score 0 to 4.....

(6) Score 0 to 2.....

(7) Score 0 to 3.....

TOTAL FOR *a*.....

b. Attendance (6)

(1) Score 0 to 3.....

Score 1 if average attendance is 70%
to 80%, score 2 if average attendance
is 80% to 90%, score 3 if average attend-
ance is 90% to 100%.

(2) Score 0 to 3.....

Allow no credit if this percentage is
85 or less. Allow 1 point if it is 85%
to 90%; 2 points if it is 90% to 95%;
3 points if it is 95% to 100%.

TOTAL FOR *b*.....

c. Non-attendant Groups (11)

(1) Score 3 or 0.....

(2) Score 0 to 2.....

(3) Score 0 to 3.....

(4) Score 0 to 3.....

TOTAL FOR *c*.....

TOTAL FOR MEMBERSHIP.....

14. The Session (20)

(1) Score 0 to 7.....

Reduce score 1 point for each three
minutes below sixty; allow no score for
less than forty minutes.

(2) Score 0 to 6.....

Reduce score 1 point for each Sunday of variation from the rule of promptness. Allow no credit if the rule is varied from oftener than six Sundays per year. The word "promptly" shall be interpreted to mean a variation from the specified time of not more than five minutes.

(3) Score 0 to 7.....

TOTAL FOR THE SESSION.....

15. *Records and Reports (20)*

(1) Score 0 to 7.....

(2) Score 0 to 7.....

(3) Score 0 to 6.....

Reports to the church and school should be made at least annually. Reports to the denomination and state council should be made within a month of the time the request is received.

TOTAL FOR RECORDS AND REPORTS.....

16. *Outside Relationships (30)*

a. The Home (8)

(1) Score 0 to 4.....

(2) Score 0 to 4.....

TOTAL FOR *a*.....

b. The Community (10)

(1) Score 0 to 4.....

(2) Score 0 to 3.....

(3) Score 0 to 3.....

TOTAL FOR *b*.....

c. Religious Education Organizations (6)

(1) Score 0 to 3.....

(2) Score 0 to 3.....

If there is no state or county council add the score allotted here to (1).

TOTAL FOR *c*.....

d. General Movements for Adult Education (6)

(1) Score 0 to 3.....

(2) Score 0 to 3.....

TOTAL FOR *d*.....

TOTAL FOR OUTSIDE RELATIONSHIPS.....

IV. Housing and Equipment (145)

17. *Rooms* (40)

(1) Score 0 to 10.....

Allow half the score for adequate space for classroom purposes, and half the score for assembly purposes. The score should be based upon the per cent of adults provided with adequate space.

(2) Score 0 to 8.....

(3) Score 0 to 8.....

(4) Score 0 to 8.....

(5) Score 0 to 6.....

TOTAL FOR ROOMS.....

18. *Equipment* (35)

(1) Score 0 to 10.....

(2) Score 0 to 10.....

(3) Score 0 to 15.....

TOTAL FOR EQUIPMENT.....

19. *Literature and Supplies* (40)

(1) Score 0 to 20.....

(2) Score 0 to 20.....

TOTAL FOR LITERATURE AND SUPPLIES.....

20. *Service and Upkeep* (30)

(1) Score 0 to 6.....

(2) Score 0 to 6.....

(3) Score 0 to 6.....

(4) Score 6 or 0.....

(5) Score 0 to 6.....

TOTAL FOR SERVICE AND UPKEEP.....

Grand Total Department Score.....

Percentage Standing of Department (Divide
Total by 10).....

Summary

	Perfect Score	Department Score	Total
I. Program			
1. Worship	70	_____	
2. Service	65	_____	
3. Study	70	_____	
4. Social and Recreational Life.....	55	_____	
5. Personal Experience in Religion and the Church	65	_____	
TOTAL FOR PROGRAM.....	325		_____
II. Leadership			
6. Personal Qualities.....	95	_____	
7. Training and Experience.....	95	_____	
8. Teaching and Executive Ability.....	95	_____	
TOTAL FOR LEADERSHIP.....	285		_____
III. Organization and Administration			
9. Unity of Program.....	35	_____	
10. Budget	25	_____	
11. Staff of Workers.....	35	_____	
12. Training and Supervision of Workers	45	_____	
13. Membership	35	_____	
14. The Session.....	20	_____	
15. Records and Reports.....	20	_____	
16. Outside Relationships.....	30	_____	
TOTAL FOR ORGANIZATION AND ADMINISTRATION	245		_____
IV. Housing and Equipment			
17. Rooms	40	_____	
18. Equipment	35	_____	
19. Literature and Supplies.....	40	_____	
20. Service and Upkeep.....	30	_____	
TOTAL FOR HOUSING AND EQUIPMENT.....	145		_____
Grand Total	1000		_____
Per Cent	100		_____

INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION

Standard
for the
Vacation Church School



THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
203 NORTH WABASH AVENUE, CHICAGO, ILLINOIS

INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION

Standard
for the
Vacation Church School

Approved, February 1930, by

The International Council of Religious Education
22nd Floor, 203 North Wabash Avenue, Chicago, Illinois

Price 20 cents

THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
22nd Floor, 203 North Wabash Avenue, Chicago, Illinois

INTERNATIONAL STANDARDS IN RELIGIOUS EDUCATION

GENERAL STANDARDS

The Educational Work of the Church (in preparation)
Standard A for the Sunday Church School
Standard B for the Sunday Church School
Standard for the Vacation Church School
Standard for the Weekday Church School

DEPARTMENTAL AND DIVISIONAL STANDARDS

Standard for the Beginners' Department
Standard for the Primary Department
Standard for the Junior Department
Standard for the Intermediate, Senior, and Young People's Departments, or Combinations of Departments, in the Young People's Division of the Sunday Church School
Standard for Adult Religious Education in the Church

Copyright, 1930, by

The International Council of Religious Education

Printed in U. S. A.

Standard for the Vacation Church School

PURPOSE OF THIS STANDARD

THE purpose of this standard is to help leaders in vacation church schools to examine their own work in order to improve it. This purpose is accomplished in two ways:

First, through indicating the important things to stress in a good vacation church school. Certain items have been selected for this standard because of their importance. Each of these items is described so as to give a clear idea of what is meant by it and why it is important. This is followed by some suggestions on how to attain it. Thus, in brief scope, a comprehensive picture is given for a program of religious education for the vacation church school.

Second, through a plan for scoring each of the items in this standard. This makes it possible to measure the extent to which a school reaches the ideal. The total perfect score is 1,000 points. The number of points assigned to each item in the standard indicates approximately its relative importance. A school may score anywhere from 0 to 1,000 points. If it is desired to show this score in terms of per cent, this can easily be done by dividing it by 10. In the outline on page 6 the amount of credit allotted to each item is shown. The complete scoring directions are given in a separate scoring pamphlet.

HOW TO USE THIS STANDARD

The primary value of this standard lies in enabling workers in the vacation church school to visualize their own needs and in challenging them to better work. In order fully to serve its purpose, it is necessary that all the workers be familiar with it and evaluate their own work by it.

The standard has purposely been so constructed that few, if any, schools will score 1,000 points. Some will rate high on one item and some on another. It should challenge every school to improvement, without encouraging any to feel that it has arrived at the ultimate point of perfection. The test of its value lies in how much it stimulates schools to better work. The standard is not intended for comparing one school with another. If it is to be used for comparison of schools, this

should be done only under the guidance of an impartial expert scorer.

This standard is one of a system of standards for religious education in the church. There is one comprehensive standard for the entire educational program of the church entitled *The Educational Work of the Church*. This is now in preparation and will be available in outline form in summer of 1930.

NOTE.—Standards for the departments of the church school should be consulted for special directions as to the different age groups of the vacation church school.

WHAT IS THE CHURCH SCHOOL?

The term "church school" is used to designate that organization through which the entire educational program of the church is administered. The church school may carry out its complete program through various units of organization, such as the Sunday church school, the weekday church school, the vacation church school, missionary societies, young people's societies and clubs. The church school should provide a thoroughly integrated program the several units of which should constitute a cumulative experience preserving an essential unity in the life of the pupil.

WHAT IS THE VACATION CHURCH SCHOOL?

The vacation church school, or daily vacation church school, or daily vacation Bible school, is a part of the educational program of the church. It is one of several units of organization through which the church school carries on its program and is therefore to be regarded as one of the sessions of the church school.

The vacation church school shares with the Sunday church school, the weekday church school, church societies, church clubs, and so forth, the general aims and objectives of religious education.*

THE OBJECTIVES OF RELIGIOUS EDUCATION

The final test of the school of religious education is the extent to which it leads pupils in learning to live the Christian life. This life-centered objective should be kept constantly in

*Certain items in this standard may not be the special responsibility of the vacation church school, but rather belong to the Sunday church school. Such items are included in this standard not for the purpose of setting up duplicate machinery but to emphasize the essential oneness of the church school and its several units of organization.

mind in evaluating the work of the school. The fundamental questions on which such evaluation should be based are such as these:

1. Does it lead the pupil into a personal relationship with God?
2. Does it give the pupil an understanding and appreciation of the life and teachings of Jesus, lead him to accept Christ as Savior, Friend, Companion, and Lord, and lead him into loyalty to Christ and his cause?
3. Does it lead into enthusiastic and intelligent participation in the building of a Christian community and world?
4. Does it lead to a progressive and continuous development of Christlike character?
5. Does it develop the ability and desire to participate in the life and work of the church?
6. Does it give a Christian interpretation of life and of the universe?
7. Does it give a knowledge, understanding, and love of the Bible, and an intelligent appreciation of other records of Christian experience?

These questions must constantly be before the leaders of the educational work of the church. If we had perfect measuring sticks whereby we could ascertain the extent to which these ideals have been attained, we would not need to go further in this standard. We do not, however, have such measures of spiritual attainment. Only very gradually are such instruments of measurement emerging.

We must therefore move beyond the statement of desired product to that of the *conditions* under which this product will most likely be attained. Here we can be more specific in our requirements and more mechanical in our measurement. Even here we must bear in mind that the only purpose for setting up ideal conditions is that the best product may be attained. The items which will be presented in the remainder of this standard are *means*, not ends in themselves. There will be presented in detail the description of the various items, together with questions which will indicate what is required to attain them.

THE MEANS FOR ACHIEVING THE OBJECTIVES

The following outline will give a bird's-eye view of the scope of the standard.

I. *Curriculum* (320)

1. Worship Experiences (40)
2. Service Experiences (40)
3. Study Experiences (40)
4. Experiences in Creative Construction (40)
5. Experiences in Play and Recreation (40)
6. Experiences in the Life and Fellowship of the School (40)
7. Experiences in Personal Religion and the Church (40)
8. Experiences in Other Social Relationships (40)

II. *Leadership* (290)

9. Personal Qualities (100)
10. Training and Experience (95)
11. Teaching and Executive Ability (95)

III. *Organization and Administration* (250)

12. Unity of Program (35)
13. Budget (30)
14. Staff of Workers (30)
15. Training and Supervision of Workers (35)
16. Administrative Management of Pupils (30)
17. Duration of School (20)
18. Daily Session and Program (15)
19. Records and Reports (20)
20. Conservation of Results (20)
21. Relationships (15)

IV. *Housing and Equipment* (140)

22. Rooms (40)
23. Equipment (30)
24. Literature and Supplies (40)
25. Service and Upkeep (30)

I. Curriculum

WHAT IS A CURRICULUM?

The curriculum includes not only the course of study, but also such things as the program of worship, service enterprises, participation in the life of the school and of the church, social and recreational activities, through all of which pupils may learn to live the Christian life.

The analysis which follows is made for the purpose of getting the leader or teacher to see more clearly the factors that enter into the curriculum. It must not be understood as indicating that the experiences mentioned are isolated from each other in an actual vacation church school program. The old idea of the curriculum in which each experience is assigned so many minutes of a total of two and one-half or three hours daily gives way to the new conception of the curriculum as a series of inter-related activities or experiences that together constitute a whole. Thus the program should be made up of units of work calling for worship activities, study activities, service activities, play activities, constructive activities, et cetera, essential to carrying the unit to completion. A unit might involve a single idea or interest, e. g., "the church," "our foreign-speaking neighbors," "the teachings of Jesus," "citizenship," on the basis of which the entire program would be built, involving worship at the appropriate time, study and investigation as needed to get the facts, sharing as a means of helping, constructing, and so forth. Thus a central purpose would run like a thread through the entire range of experiences which constitute the means of growth and development in Christian character. In the selection and development of curriculum materials account should be taken of the curriculum materials in use for the same pupils in the Sunday church school and other phases of the educational program.

1. *Worship Experiences*

Worship is an important means of developing an increasing sense of personal fellowship and communion with God and with one's fellow men. The experience of worship helps the pupil to have a growing appreciation of God and to understand him better. It helps to center his thought and feelings upon the commanding ideals of the Christian life.

a. *Provision for Worship.* The vacation church school should provide for training and practice in worship of both the planned or formal type and the spontaneous or informal type. Formal worship need not be solely a matter of regular

observance, but may also be a matter of special observance when occasions such as national holidays, special days, seasonal celebrations, make the formal method most highly effective.

- (1) Is use made of both the planned or formal and the spontaneous or informal types of worship?

b. *Quality of worship programs*

Planned or Formal Worship

In order to secure a high quality of worship, programs should be carefully prepared and materials selected with reference to a central theme closely related to the experience, interests, and needs of the worshipers. The music used, both instrumental and vocal, should be appropriate to the theme and of such beauty and dignity as to create an atmosphere of worship. The room should be so arranged as to create a worshipful atmosphere.

- (1) Are the programs of worship carefully prepared in advance?
- (2) Does the worship program usually have a central thought, with which the Scripture readings, hymns, music, prayers, and other elements are in harmony, thus giving unity to the whole?
- (3) Are the hymns expressive of Christian sentiment, and of such character as to stimulate sincere worship?
- (4) Is each worship service carried on in a spirit of sincerity and reverence, free from whispering, talking, disorder, and inattention on the part of pupils and teachers?
- (5) Are the services of worship such as to exalt better ideals of living and acts of service?
- (6) Are announcements, interruptions, distractions, and needless comments which would interfere with the spirit of worship avoided during the period of worship?
- (7) Is the arrangement of the room conducive to an atmosphere of worship?

Spontaneous or Informal Worship

No "set" programs are, of course, contemplated in this type of worship. Nevertheless, the possession of resources that may be drawn upon at an instant's notice is invaluable. The right hymn or song, the appropriate voicing of the appreciations of the group, the right suggestion, are not brought forth without some background of material. The teacher or leader should

be alert to discover and to create occasions leading up to a spontaneous and natural desire for worship.

- (8) Does the leader take advantage of occasions which arise making brief worship experiences natural and spontaneous?
- (9) Is a definite attempt made to create such occasions?

c. *Gradation of worship materials.* Programs of worship should be adapted to the capacities and stage of development of the pupils. Hymns, prayers, readings, and other materials should be within the understanding of the pupils using them. With increasing maturity of the worshipers, programs should advance from the elementary to more adult aspirations and expressions.

- (1) Is the theme of the worship service within the experience of the pupil?
- (2) Is the Scripture used understood by the pupils, familiar to them, and related to their experience?
- (3) Are the prayers used such as voice the needs, aspirations, and desires of the pupils in terms that they can understand and appreciate?
- (4) Are the songs and hymns used such as express the needs, aspirations, and desires of the pupils?
- (5) Are the stories or comments by leader such as are within the comprehension of the group?

d. *Pupil participation in worship.* Pupils should have opportunity to share in the planning and leading of worship programs. This they can do either as individuals or as groups, but pupil participation means more than pupil leadership. All pupils should participate in the act of worship if it is to be a real worship experience. It is a *whole-group* experience that is desired, whole-heartedly and freely engaged in.

- (1) Do pupils above the primary department have a definite share in planning and conducting programs of worship?
- (2) Is there general participation by the members of each group in the various parts of the program?
- (3) Do the members take part in their worship programs with evident satisfaction?
- (4) Is there opportunity in the service to make use of the contributions and suggestions of the pupils?

e. *Leadership of worship.* The leader of a worship service, whether he be a teacher or a pupil, must have made careful preparation. In the case of pupil leaders there should be preliminary conferences between pupil and teacher to aid the pupil

to understand his responsibilities and to make the necessary preparation.

- (1) Does the leader make careful personal preparation necessary to enter with purpose, sympathy, understanding, and poise into the worship service?
- (2) Are pupil leaders aided by the adult leader through preliminary conferences to enter into the leadership of worship with proper preparation and understanding?

f. *Training in worship.* A definite time should be provided in the assembly and class periods for training in the elements and modes of expression of worship. This training period should be separated from the worship period itself. It will be devoted to making the children familiar with new hymns, forms of prayer, responses, Scripture selections, etcetera. A vital feature of the training will be the interpretation of all materials used, so that they may be understandingly employed in the worship service. A very essential feature will be the explanation of public worship as carried on in the church and Sunday school services. Care should be taken also to encourage and aid the pupil in the formation of habits of private devotion.

- (1) Are pupils trained in the singing of hymns, sharing in Scripture responses, taking part in prayer, etcetera, apart from the periods of worship?
- (2) Are pupils given an understanding of hymns, responses, art masterpieces, and other materials used in the planning of worship?
- (3) Are individuals and groups trained in the planning of worship?
- (4) Is the church worship interpreted for the members of the school so that they may take part therein with understanding and appreciation?

2. *Service Experiences*

Learning to live the Christian life proceeds not only through the experiences of worship and study but also through the experience of doing Christlike deeds. Personal service, helping, and giving are essential elements of a well-rounded curriculum of Christian education.

a. *Provision for service activities.* Service activities should grow out of the pupils' sense of the need of others and a desire to help and share. Under the guidance of the teacher the pupils should be led to *discover* the needs of others, to *want* to help, to *plan how* they shall help, and to *carry through* their plans to a satisfactory conclusion. A formal, superimposed program of

service activities is not desirable. On the other hand, the teacher and leader will need to have ample sources of information about possible projects and be able to present service possibilities in such a way as to lead to the exercise of initiative and a sense of joyous participation and proprietorship in the undertaking. Skillful advantage should be taken of special pupil interests and any national emergencies or disasters. Service activities should be related to the general service program of the church whenever possible.

- (1) Are the pupils provided with opportunity to discover and consider the needs of others?
- (2) Are the pupils encouraged to take the initiative in making plans to meet the needs of others?
- (3) Are pupils given opportunity to help determine the character and objects of their service activities?
- (4) Are planned service activities when once initiated carried through to completion?

b. *Quality of service activities.* In so far as the leaders may suggest, the service activities must be *graded*, i. e., within the experience of the group; must be *worthy*, i. e., deserving of the attention and support of the group; and should be *comprehensive*, i. e., including in their scope the many different types, such as missionary, world friendship, local church, and community enterprises. Each project should result on completion in feelings of joy and satisfaction. All service activities carried on in the vacation church school should be correlated with those of the Sunday church school and scrupulous care exercised to avoid overlapping and duplication.

- (1) Are the service activities suited to the comprehension and experience of the pupils?
- (2) Are the service activities worthy of attention and support?
- (3) Are the service activities comprehensive in their scope?
- (4) Do service experiences as a rule result in such satisfaction and happiness that the pupils tend to desire a repetition of the activities?
- (5) Is the effort made to correlate all service activities with those of the Sunday church school so as to avoid overlapping and duplication?

c. *Spirit of service.* The educational value of service depends not so much upon what is done or the amount given as upon the spirit and manner in which the service is rendered or the gift made. Christian service should be an act of full and joyous self-expression and self-denial. It should be entirely

voluntary and rendered in a spirit of brotherly kindness and love. Deeds of service should be done "as unto God." Pupils should be led to understand that in serving they are having fellowship with Him who was "servant of all."

- (1) Is emphasis placed upon the fact and the spirit of giving rather than the amount of the gift?
- (2) Is effort made to have all service rendered in a spirit of true fellowship with those served so as to create feelings of sympathy and love instead of pity, condescension, and patronage?
- (3) Does participation in service projects result in a keener appreciation by the pupils of the worth and dignity of the persons served and never in a feeling of superiority?
- (4) Are direct giving and personal sacrifice encouraged?
- (5) Is money given by individual pupils at least in part their own, which they are sharing in the spirit of love and sacrifice?
- (6) Is a definite attempt made to point out the fellowship with Christ that Christian service implies?

3. *Study Experiences*

By "study experiences" is meant the experience of observation, exploration, interrogation, the examination of the experiences of others through the help of the Bible and other books, through conversations with experts, discussion, interpretation, criticism, evaluation, etcetera, as these are employed in the discovery of significant information and facts that lead to insight and knowledge of the Christian way of life.

a. *Adequacy of time for study.* Both class and department periods should be of sufficient length to make it possible to do good work, not less than one hour in any case. This period of time may be sub-divided and distributed throughout the session of the school instead of following a fixed schedule. It should be flexible in character and should be conditioned by the needs and situations that arise as the school progresses.

- (1) Is the amount of time devoted to study not less than one hour each day?

b. *Materials of study.* These should not duplicate the work done in other parts of the church school but rather be an extension of same or closely correlated with same. The materials of study should not be limited to textbooks. They should include enterprises that present learning possibilities as well as formal textbook subjects. These enterprises will include the

activities of planning and carrying out various projects, such as worship, dramatization, and service.

- (1) Is the work of other parts of the church school taken into account in providing materials of study for the vacation church school?
- (2) Are the materials of study such as include enterprises or projects that have learning possibilities.

c. *Method of treatment.* The value and effectiveness of study depend not only upon the nature of materials but also on the manner in which they are used. Study should be undertaken with a desire to learn the truth and use it in the solution of practical problems in everyday living. The vacation church school should help its pupils to acquire the power of discrimination or evaluation with reference to social, moral, and religious customs and standards and to discuss these constructively. The spirit of cooperation and fellowship should prevail between teacher and pupil in the search for truth. The teacher's part is that of a friendly guide and counselor, not that of a drill-master obliged to cover a given amount of subject matter in a given time. He is an interpreter, a raiser of questions, a stimulator of personal and group thinking, an aid in getting the valuable facts and truths that lead to attitudes, decisions, conclusions, choices. He uses enterprises and projects for the conscious purpose of stimulating the search for and discovery of needed light and truth for the solution of the problem of Christian living.

- (1) Is effort made to cultivate in the pupils the power of discrimination or evaluation with reference to social, moral, and religious customs and standards of the day?
- (2) Is there effort made by the teacher to secure cooperative study and discussion in class work?
- (3) Is there definite effort made to use the materials of study toward the solution of practical problems in everyday life?

4. *Experiences in Creative Construction*

The desire to originate, to create, to construct, is universal among children and youth and has a fundamental educational and religious significance. Creative construction is an experience similar in quality and purpose to other phases of the educational process. It has valuable learning possibilities. Rightly understood and used it aids in the development of right life habits and leads to religious growth.

a. *Opportunity for creative construction.* The opportunity for creative self-expression as a valuable means of learning and growth in the Christian life should be provided by the vacation church school. As in the case of play, creative and constructive activity is to be taken seriously. It is not to be regarded as a bait to attract children. It must be vitally related to the total educational program of the school and arise as a natural outgrowth of the program.

- (1) Does the school provide opportunity for the expression of the creative and constructive impulse?
- (2) Do the leaders and workers regard creative construction as an experience having educational value?
- (3) Is creative construction an integral part of the educational program of the school?

b. *Scope of constructive activities.* The term "experiences in creative construction," as here used, includes all the experiences of the creative imagination or constructive impulse. These experiences might be such as the following.

Literature: the writing of original Bible and other stories; the writing of original hymns, prayers, and poetry, Bible and other plays, ethical codes; keeping notebook records, etc.

Graphic art: the drawing of maps, pictures, and designs; painting and poster-making; making of stage sets for dramatizations, etc.

Plastic art: the modeling in clay, plasticene, or other media of Bible maps or objects, illustrative or interpretative objects, gifts, etc.

Dramatic art: the acting of Bible and other plays; costume-designing and property-making, etc.

Manual work: bench work with tools; the making of equipment for church, school, and home; toy-making; invention and making of games requiring apparatus, etc.

Music: the composition of hymns and songs.

- (1) Does the vacation church school endeavor to provide a wide variety of opportunity for creative construction?
- (2) Is the attempt made to suit the constructive activity to the powers and comprehension of the age-groups?

c. *Time for constructive activities.* Constructive activity need not be set off from the rest of the program as a thing apart. Time and opportunity for it will be discovered in connection with the various parts of the daily program. The amount of time is not to be arbitrarily determined. This will vary with circumstances and the age group. Any "craft-work," or "shop-work," should be carefully restricted to not more than its just

share of time, say sixty minutes in a three-hour session, or fifty minutes in a two and one-half hour session.

- (1) Are opportunities for constructive activity provided as needed without reference to a fixed time schedule?
- (2) Is any "craft-work" or "shop-work" carefully restricted to limits set above?

d. *Supervision of constructive activities.* Competent leadership is essential. The supervisor should be the same person who supervises the worship, study, and play activities in order to utilize such experiences to the best educational advantage and to maintain the unity of the program. If it becomes necessary to use a special teacher for constructive activities, that one should be under the immediate supervision of the departmental principal and should have an active share in the other phases of the program. Assistants may be provided as needed. All constructive activity should be kept free of the element of commercialism.

- (1) Is there competent leadership of constructive activity?
- (2) Is the supervisor of constructive activity the same person who supervises play, worship, instruction, etc.?
- (3) Is constructive activity kept free from commercialism?

e. *Method of constructive activities.* The teacher or leader should strive to secure a proper motivation of all creative and constructive activities. Such activities should invariably have a purpose and should contribute to the religious growth and development of the pupil. Pupils should be encouraged to work cooperatively, to share tools and materials, and to give a fair share of their handiwork to others. An understanding of the value of raw materials as the gifts of God and an appreciation of the necessity of their conservation should be striven for by the teacher. Appreciation of the value of tools and utensils should be developed and their value to society explained. Care should be taken to see that all work once begun is finished, that all work is well done, and that objects which remain at the close of the school are disposed of properly by the aid of the pupils themselves.

- (1) Is care taken to develop proper motives and purpose for the constructive activities?
- (2) Do the pupils work cooperatively?
- (3) Do the pupils share tools, materials, and products?
- (4) Does the teacher develop a proper attitude toward tools?
- (5) Are pupils encouraged to do their work well and to finish what is begun?

- (6) Are floors and equipment cleaned up after each day's work?
- (7) Are pupils encouraged to share the products of their handiwork?
- (8) Are objects which remain at the close of the school disposed of with the aid of the pupils?

5. *Experiences in Play and Recreation*

Play and recreational experiences are to be regarded as methods of learning the Christian way of living. Such activities should be included in the program of the school not for mere amusement nor as bait to keep up the attendance or to attract new members, but because of the opportunity they present for the learning of Christian ideals, such as cooperation, self-control, honesty, fair play, and the like. Play and recreation should be looked upon as integral parts of the program providing opportunity for the practice of Christian living.

a. *Scope of play and recreation.* This should include guided or supervised play and games, marching and rhythmic exercises set to music, free play, outings, excursions, walks, and hikes. The extent of the program provided by the vacation church school will depend in part upon the provision made by the home, the church through its clubs, societies, and gymnasium, and such community agencies as exist. Duplication should be avoided except when it becomes necessary in order to overcome undesirable influences and associations.

- (1) Are play and recreation looked upon as integral parts of the program of religious education?
- (2) Is provision made for such play and recreational activities as are not already furnished by the home, the church, or other agencies?

b. *Time for play and recreation.* No set time may be designated for play. In the case of a teacher who understands the learning values involved, frequent use will be made of play, especially in the kindergarten and primary departments. On some occasions it may be found that an informal exploring party, walk, or hike is the most appropriate procedure for the time being. Under skilled leadership with educational objectives in mind, picnics, hikes, outings, and the like may be provided as a legitimate method of learning and proper use of the time. When a formal play period is provided, as a period apart, it should not consume more than thirty minutes in a three-hour session.

- (1) Is an educational attitude, as above, taken toward the question of time for play and recreation?

- (2) Is not more than thirty minutes in a three-hour session devoted to formal play?

c. *Supervision of play and recreation.* Competent leadership for play and recreation is essential. The leader should enter into play fellowship with the pupils sympathetically and intelligently. He should be alert to make of play a means of Christian growth. The same individual who supervises worship, study, and other experiences of the group should supervise play and recreation, or, the play supervisor should be under the direction of the one supervising the other parts of the program. All play and recreation should be kept free of the element of commercialism.

- (1) Do the leaders of play and recreation display ability to enter into play fellowship with the pupils?
- (2) Is play supervised by the same person who supervises study, worship, etc., or by one under the latter's direction?
- (3) Is the effort made to keep all play and recreation free from commercial influences?

d. *Methods of play and recreation.* Boys and girls of each age group should play together as far as possible. There will be forms of play which are better engaged in separately, but as a rule the best ends are served if the sexes mingle in their play. This is not something to be forced upon the children, however, but something for which the desire should be cultivated. Both active and quiet games should be played. Games of individual rivalry should be avoided. Pupils should be given frequent opportunity to suggest, choose, and direct games.

- (1) Do the sexes play together as far as possible?
- (2) Are games involving individual rivalry avoided?
- (3) Is frequent opportunity given the pupils to choose games?
- (4) Is frequent opportunity given for individual children to direct games?

6. *Experiences in the Life and Fellowship of the School*

The vacation church school should afford opportunity for the most friendly intercourse and companionship between leaders and children. It should be organized on the basis of the fundamental ideals, purposes, and motives of the Kingdom of God and offer every possible opportunity for its members to participate in the daily experiences of its leaders. The conduct of the school should be shared with the children.

a. *Friendly companionship among teachers and pupils.* Fellowship, or friendly companionship, among teachers and pupils should be the rule in a vacation church school. The attitude and demeanor of leaders and teachers are highly important. A democratic spirit should prevail at all times. Courtesy, goodwill, the desire to share, a preference for doing things together, a bit of fun and humor now and then, make an atmosphere conducive to Christian living. The school should be a little society of friendly persons trying to live the Christian life joyously.

- (1) Do the children as a general rule like to come to the vacation church school?
- (2) Are the relations between pupils and leaders and teachers of a friendly and happy sort?
- (3) Do the teachers and helpers refrain from condescending or patronizing airs in their dealings with children?
- (4) Do teachers and leaders encourage courtesy and sharing by their own courtesy and disposition to share?
- (5) Is the spirit of goodwill and kindness preserved by refusing to include schemes of pupil rivalry, exciting contests in personal individual achievement, and other activities that make for divisions?

b. *Pupil participation in the conduct of the school.* The pupil-centered ideal requires that boys and girls shall be taken into partnership with the teachers in the educational process. Definite beginning of pupil leadership of worship, discussion, research, investigation, play, and social life, should be evident as early as possible, depending on the type of children dealt with. With the increasing maturity of the pupils the leadership of the class or departmental group should be gradually transferred to the members. There should be some form of organization by means of which the pupils themselves, either directly or through their duly elected representatives, assume responsibility for the ongoing life of the school. The group might organize as a "student council" with the adults participating as councilors or guides, or it might organize as a "senate," on the basis of a municipal or state government, holding an election to determine its officers and committees and holding meetings to discuss, for example, the rules to be adopted for the discipline in the school, and ways and means of carrying these rules into effect. Whatever means are adopted, the leaders should think of themselves as sharing the school life with the pupils and helping them to grow by participation in the experiences of the school.

- (1) Do the teachers endeavor to enlist the pupils' participation in the life and conduct of the school?
- (2) Are the pupils permitted to exercise their judgment in the solution of problems, the determination of policies, and the building of programs?
- (3) Does the organization include pupil officers and committees with an adult counselor whenever possible?
- (4) Are these officers elected in a democratic manner?
- (5) Are the special programs of class or departmental groups conducted under the guidance of committees of pupils?

c. *Opportunity for the exercise of pupils' initiative.* Throughout the school, teachers and leaders should be alert to note instances of personal initiative on the part of pupils and to encourage it in the right direction. This valuable personal asset has character-making value if used wisely. Under guidance the pupils may initiate and enforce their own rules, find new and better ways of doing things, make new discoveries, and carry through important enterprises with credit.

- (1) Do the teachers have a proper appreciation of the place of personal initiative in character building?
- (2) Do the teachers make opportunities for the exercise of personal initiative?
- (3) Is encouragement given to pupils to exercise their personal initiative?

7. *Experiences in Personal Religion and the Church*

a. *Personal commitment.* The spirit and activities of the vacation church school should be such as to contribute to the development in the pupils of a personal faith in God, of loyalty to Jesus Christ, and a growing appreciation and understanding of his way of life. This may be accomplished by means of the general atmosphere pervading the school, by particular emphasis through class discussion, and by personal interviews with individuals.

- (1) Is there definite effort made to help each pupil develop an intelligent faith in God and a growing understanding of and devotion to Jesus Christ and his way of life?

b. *Participation in the life and work of the church.* The church supplies in its life and work highly effective means of Christian education. These means include Christian fellowship, association, example, the atmosphere of goodwill, opportunity for participation in the enterprises of a Christian society, public worship. The vacation church school should encourage

its pupils to participate in the life and work of the church as a means of growth in the Christian way of life.

- (1) Is encouragement given the pupil to share in the life and fellowship of the church?
- (2) Is encouragement given the pupil to share in the enterprise of the church?

8. *Experiences in Other Social Relationships*

The vacation church school should provide opportunity for its pupils to participate in projects that make for social understanding and that further the Kingdom of God. The Christian enterprises of "world friendship," "world peace," and "race relations" offer opportunities for growth in Christian character and the enrichment of Christian experience.

- (1) Does the school make possible the participation of its members in enterprises that further the Kingdom and Family of God?

II. Leadership

The requirements included in this section of the Standard must be applied to each individual worker in the school. To get the score for the school, add the scores for all the workers and find the average. Teachers and supervisors will do well to examine themselves on these questions, irrespective of any plan for the scoring of the school.

9. *Personal Qualities*

One condition of successful leadership in the vacation church school is the ability to win and hold the friendship of the boys and girls. This depends, in large part, on the personality of the leader. Certain traits may be recognized as essential to a good leader. Rate each worker, supervisor, teacher, and helper on the extent to which the following questions can be answered affirmatively.

- (1) Does he show a deep Christian purpose and a spirit of enthusiasm and optimism?
- (2) Do the pupils like and respect him?
- (3) Has he a friendly and sympathetic understanding of his pupils?
- (4) Does he exercise leadership in a spirit of friendly and resourceful guidance rather than that of autocratic control?
- (5) Does he show interest in and loyalty to the school by being regular and punctual in attendance, by a spirit

of cooperation, and by careful preparation for his work?

- (6) Does he show initiative and resourcefulness?
- (7) Is he able to work with others?
- (8) Is he open-minded and fair in his attitude toward differing and conflicting viewpoints and opinions?
- (9) Does he have a spirit of loyalty to the church as shown by attendance at its services, financial support, cooperation in its enterprises, etc.?

10. *Training and Experience*

A departmental principal or teacher in the vacation church school should be experienced in Christian living. He should have specific training for his work including a knowledge of the needs, activities, interests, and characteristics of the pupils; a knowledge of the principles, materials, and methods of teaching, including teaching through such activities as play and recreation, worship, construction, service activities, and pupil participation in the life of the school; and a knowledge of the Christian message and program. He should be capable of administering all the curriculum experiences of his department of the vacation church school. His general education should be equivalent to that of teachers in the corresponding public school grades.

For helpers of teachers or department principals the training provided should consist of at least a three-hour preparatory conference with teacher, departmental principal, and supervisor, at which meeting the duties of helpers should be discussed and assignment of responsibilities made. Helpers should have some previous experience in religious education.

The person in charge of a vacation church school (supervisor or director) should have a general education at least equal to that of supervisors or principals of public schools in the community. His training in religious education should be the same as that of the teacher or departmental principal. In addition it is very desirable that he have at least one year's teaching experience under competent supervision and one year's experience in actual supervision. He should be competent to direct all the curriculum experiences of a vacation church school including play and recreation, worship, instruction, service, and pupil government activities.

For Departmental Principals and Teachers

- (1) Has he sufficient maturity to command the respect of the group he teaches?

- (2) Has he sufficiently youthful spirit to appreciate the point of view of his pupils?
- (3) Has he a general education equal to the general education (not counting normal school or other special training) required by the public schools for teachers of like grade in the community?
- (4) Has he had specific training in:
 - a. Pupil psychology?
 - b. Principles and materials of religious education?
 - c. Methods of teaching, including teaching through play, worship, recreation, service, construction, and pupil participation?
 - d. The Christian message and program?
- (5) Has he sought and willingly accepted the assistance of his supervisor in the improvement of his work?
- (6) Has he had at least a year of teaching experience under competent supervision?
- (7) Has he read at least two religious educational journals regularly and two books on religious education each year?
- (8) Has he willingly and regularly attended the staff conferences called by his supervisor?

For Helpers

- (9) Has he faithfully attended the preparatory conferences?
- (10) Has he an interest in and love for the work assigned?
- (11) Has he had previous experience in teaching or helping in the Sunday church school?

For Person in Charge of School (*Director or Supervisor*)

- (12) Has he a general education equal to the general education (not counting normal school or other special training) required by the public school for supervisors of like grade in the community?
- (13) Has he had special training in religious education as follows:
 - a. Pupil psychology?
 - b. Principles and materials of religious education?
 - c. Methods of teaching, including teaching through play, worship, recreation, service, construction, and pupil participation?
 - d. The Christian message and program?

- (14) Has he had at least one year's teaching experience under competent supervision?
- (15) Has he had at least one year's actual experience in supervision?
- (16) Has he read at least two religious educational journals and four books on religious education during the past year?
- (17) Has he attended at least one institute, conference, or training school in religious education each year?

11. *Teaching and Executive Ability*

The final test of a departmental principal, teacher, or supervisor in the vacation church school is the degree of success with which he performs the tasks he undertakes. Knowledge of the technique of teaching must be accompanied by skill which comes from concentration, devotion, and practice, and the ability to get things done in the right way. He should be capable of directing all the activities of the vacation church school curriculum, including play and recreation, worship, service, constructive activities, and pupil participation activities.

For Departmental Principals or Teachers

- (1) Does he consciously seek to meet the moral and spiritual needs of his pupils?
- (2) Does he attempt to acquaint himself with the interests of the members of his class and adapt his teaching procedure to their individual interests and needs?
- (3) Is he familiar with the objectives and program of religious education in his department?
- (4) Does he make faithful preparation in advance of each class session?
- (5) Does he make an effort to establish relationship with the homes of his pupils and secure cooperation?
- (6) Does he show initiative and ability in planning his work and in meeting the various situations that arise in the conduct of it?
- (7) Does he stimulate and effectively guide cooperative study and discussion instead of doing most of the talking?
- (8) Does good order prevail in his class?
- (9) Is he open-minded and fair in bringing out the different aspects and points of view regarding disputed questions?
- (10) Does his leadership contribute to continuous growth of the members of his group in Christian character?

For the Person in Charge of the School

(Supervisor or Director)

Teachers should regard the supervisor as a helping teacher and the supervisor should strive constantly to establish the spirit of confidence, cooperation, and professional comradeship in a common cause. Persons who are engaged in the work of supervision will do well to cultivate in their own lives such character traits as tact, sympathy, fairness, open-mindedness, and good judgment.

Supervisors and teachers should cooperate in the making of the program of the school. Only as mutual understanding and sympathy exist toward the program will full cooperation in its execution be possible. The supervisor is to support the work of the teachers, encourage professional growth, adapt the curriculum to local needs, and improve teaching procedures. The improvement of teaching procedures may be directed through certain specific supervisory activities, among which are: classroom visits by the supervisor; visits by teachers to other schools for observation of technique; discussion of teaching problems in staff meetings; demonstration of teaching technique by the supervisor or teacher before a group of observing teachers; the use of written instructions; the making of a lesson plan; the use of rating scales or score cards; personal conferences with the teachers. The following questions are for supervisors only.

- (11) Does he have a sympathetic, democratic attitude toward the teachers and their work?
- (12) Does he share with the teachers the task of program building and encourage their evaluations and suggestions?
- (13) Does he effectively adapt the curriculum to local needs?
- (14) Does he utilize effectively the supervisory measures which improve the teaching procedure, such as classroom visits, visits by teachers to other classes, demonstration of teaching technique, issuance of written instructions, group making of lesson plans, use of rating scales, and personal conferences with the teachers?
- (15) Does he secure the professional growth of the teachers through their attitudes of wholesome self-criticism and their familiarity with professional literature?
- (16) Does he have sympathetic interest in the teachers and their work?

- (17) Do the teachers hold the supervisor in respect and confidence?
- (18) Does he show initiative and resourcefulness in planning his work and in meeting emergencies and new situations?

III. Organization and Administration

There are several types of organization for vacation church schools, the more important of which are as follows:

Type I. *The Individual Church Type*. In this case the vacation church school is carried on by the local church, the program being under the supervision of the board or committee on religious education, as in the case of the Sunday church school or weekday church school. The vacation church school is considered an integral phase of the total program of religious education of the local church. The board or committee on religious education selects the supervisor of the school and approves and provides the budget, the curriculum, the teachers, and the place of meeting.

Type II. *The Cooperating-Denominational Type*. In this case two or more churches, of the same denomination, through their respective committees or boards of religious education, organize their vacation church schools cooperatively, jointly assuming the cost and administration of the school. This type of school has the advantage resulting from the pooling of the combined resources of the churches participating and to some extent reducing the cost that would otherwise need to be sustained by each church separately.

Type III. *The Interdenominational, or the Interdenominational-Cooperating Type*. A vacation church school of this type is the joint enterprise of two or more churches of different denominations. The program is administered by an interdenominational board, council, or committee on religious education composed of representatives of the churches cooperating, preferably persons already members of the boards or committees on religious education in the local churches participating. Such a procedure simplifies, to an extent, the problem of unifying the work of the interdenominational vacation church school with the Sunday church school program of the several churches. To such a vacation church school would come all the boys and girls of the churches of the community. The school might meet in one church or be distributed by departments among three or four churches. The interdenominational board, council, or committee on religious education would provide the budget, employ the supervisor and teachers, determine the

curriculum, authorize all purchases, and have entire responsibility for the maintenance and supervision of the school.

The local situation and needs will determine which type of vacation church school will prove the most effective in a given community. (For further discussion of the subject of "types" see International Council Bulletin No. 602, *The Vacation Church School*.)

12. *Unity of Program*

The vacation church school should be recognized as a part of the total program of religious education. It should be administered and supported by the church or churches through duly appointed officers and committees.

a. *Relation to the board, council, or committee on religious education.* The vacation church school is one of the educational agencies of the church. This relationship should be recognized both by the church and the vacation church school. This relationship is best accomplished by putting the general direction of the school in the hands of a board, council, or committee on religious education elected by the church. This board, council, or committee should consist of from three to seven or more members, as the needs may require, chosen in the way preferred by the local church. Such a group should have charge of all the activities of the church school and integrate them into one unified whole.

For Denominational Vacation Church Schools

(Type I or Type II)

- (1) Does the school function under the auspices of a board, council, or committee on religious education of the church?
- (2) Is this board, council, or committee active in the administration and general oversight of the work, including the vacation church school?

For Interdenominational Vacation Church Schools

(Type III)

Where several churches join in a vacation church school there should be a board, council, or committee, made up jointly by the participating churches, to consist of such number as the needs may require, elected from among the members of the respective local school boards, councils, or committees on religious education by themselves. In larger towns and cities community councils or boards of religious education will probably already be in existence.

- (3) Does the school function under an interdenominational board or committee on religious education or a local council of religious education?
- (4) Is this interdenominational board, council, or committee active in the administration and general oversight of the school?
- (5) Is the program of the vacation church school correlated with the programs of the Sunday church schools of the churches participating?

b. *Relation to other phases of the educational program of the local church and community.* To prevent duplication of effort and overlapping, the work of the vacation church school should be correlated with that of such other organizations as are under the direction of the board, council, or committee on religious education, and such community organizations as deal with the children enrolled in the vacation church school.

- (1) Does the work of the vacation church school take account of what is going on in other organizations of the church and community?
- (2) Is the effort made to utilize the educational contributions of, e. g., Boy Scouts, Camp Fire Girls, Pioneers, Friendly Indians, or other educational programs sponsored by extra-church agencies, in the furtherance of the aims of the vacation church school?

13. *Budget*

The vacation church school should be regarded as an opportunity for investment on the part of the local church. Provision should be made in the church budget for the entire running expenses of its own school or its proportionate share in any cooperative school.

The vacation church school cannot succeed permanently without adequate financial support. The annual budget for religious education in the local church, prepared by the committee on religious education, should include the vacation church school as a regular part of the educational program. If such provision has not been made, the budget for the vacation church school should be prepared well in advance by the committee on religious education of the church. In the case of interdenominational schools the community committee should make provision for the budget through a finance committee. In determining the sum to be expended on the vacation church school the committee should take into account the needs as indicated by reports made by the supervisor and departmental principal or teacher of the vacation church school of the previous year.

Full reports should be made of all expenditures and all books and vouchers should be carefully audited by a duly appointed auditing committee. These reports and the efforts to secure financial support should be made in such a manner as to educate the constituency with respect to the need and adequacy of financial support.

- (1) Is the budget provided by the church or churches?
- (2) Does the board, council, or committee on religious education have responsibility for determining and recommending the budget for religious education?
- (3) In forming the budget for the vacation church school does the committee on religious education consider the reports made by the supervisor, principals, or teachers in the vacation church school of the previous year?
- (4) Are expenditures incurred only on proper order of a responsible person or committee, and are the books regularly audited?
- (5) Are bills paid promptly and remittance made to proper authorities?
- (6) Are reports made in such a manner as to educate the constituency with respect to financial needs?

14. *Staff of Workers*

The vacation church school officers and teachers will usually classify as follows:

A *Supervisor* or *Director*, who shall have entire charge of the school in all its departments. This officer ought not to be obliged to teach any group but be free to supervise the whole school and to go into any department at any time for this purpose.

Departmental Principals or *Head Teachers* or *Teachers*. In some cases the departments will be handled as large classes, the head teacher of a department acting as principal and teacher, assisted by such helpers as are necessary. In cases where the school is large, the head teacher will have charge of periods in which the whole department meets as a unit, such as in worship and instruction. For other parts of the program the department will be sub-divided into smaller groups, with a teacher in charge of each and with such helpers as are necessary. In still other cases the children of a given department will be separated into groups corresponding approximately to the public school grades. In large schools enrolling fifty or more pupils in the primary and junior departments there should

be a teacher for at least each public school grade in these departments.

Helpers. There should be a helper for each ten children. These assist with memory work, manual work, play, record keeping, meeting and enrolling new children, playing the piano, et cetera.

a. *Adequacy of staff.* The vacation church school should have officers and teachers sufficient to carry on its work.

For Small Schools (100 or less)

- (1) Is there a supervisor or director in charge of the whole school?
- (2) Is there a head teacher or departmental principal for each of the departments?
- (3) Is there a helper for each ten children enrolled?

For Larger Schools

- (4) Is there a supervisor or director in charge of the whole school?
- (5) Is there a head teacher or departmental principal for each of the departments?
- (6) Is there a helper for each ten children enrolled?
- (7) Is there a teacher for each grade?

b. *Method of appointment of staff.* The supervisor of the school should be appointed by the agency responsible for the school, and teachers should be appointed by this agency on nomination of the supervisor. Assignments to class should be made strictly on the basis of qualifications for the task. Some suitable method of consecration and installation should be employed.

- (1) Are teachers and supervisor elected or appointed annually?
- (2) Are they assigned on the basis of qualifications and with regard to the welfare of the pupils they are to teach?
- (3) Is some suitable method of installation and consecration of supervisor and teachers employed?

c. *Staff participation in conduct of school.* The school should be a joint enterprise of supervisor and teachers. As far as consistent with administration and as far as the teachers are qualified to do so, they should be extended the privilege of sharing in the administration of the school and the improvement of teaching, through original research, experimentation, and observation; encouraged to participate in the determination of policies and permitted to contribute to the construction

of curricula. The administration of the school, or system of schools, so far as the relationship between supervisor and teachers is concerned, should be an exemplification of the principle of pupil participation and cooperation as employed by the best teachers in guiding a group of pupils in their religious education.

- (1) Is opportunity given to workers to share in the general planning of the school?
- (2) Do the workers share in the determination of school policies?
- (3) Are workers encouraged to contribute to the construction of curricula?

d. *Continuity of service of staff.* Supervisor, departmental principals, and teachers should serve the full term of the school if the best results are to be had. The unity of the program and the quality of impact upon the pupils depend upon continuous service.

- (1) Is the supervisor's service continuous throughout the weeks of the school?
- (2) Is the service of departmental principals or head teachers continuous throughout the weeks of the school?
- (3) Is the service of teachers continuous throughout the weeks of the school?

15. *Training and Supervision of Workers*

a. *Training policy and program.* In view of the increasing emphasis upon an adequate professional training for teachers and supervisors in the vacation church school, more and more effective measures of training must be urged upon candidates.

Those responsible for the vacation church school should adopt a training policy, set up specific standards of training for teachers and supervisors, and use every possible measure looking to the adequate preparation and training of workers. A standard training school, if possible, should be organized, in cooperation with other churches of the community or the training school under a local council's direction should be utilized. Summer training schools are helpful in training vacation church school workers. The training class in the local church might be used. The special vacation church school training institute, e. g., on five Saturdays in advance of the vacation church school season, is a method employed in many communities.

- (1) Is there a definite standard of training required of teachers?

(2) Is there a definite standard of training required of supervisors?

(3) Is there a training school or class provided?

b. *Supervision.* By supervision is meant that type of leadership which has for its purpose the enlargement of educational opportunity for pupils through the improvement of teaching procedure. Administration is an aspect of the work of the educational executive that cannot be fairly included under the term supervision and should therefore not be so considered.

Teachers should have the guidance and stimulus of a friendly person to whom they may go for help and counsel and who may come to them with suggestions and advice. If there is no properly trained supervisor, the pastor, director of religious education, or other person designated for the purpose should take this responsibility of supervision. Such leaders acting in this capacity should seek to secure some training for this work.

(1) Is supervision (such as visitation of classes, conferences with individual teachers, group conferences, the encouragement of workers to visit the public school or other vacation schools, referring workers to training courses, books, and magazines,) carried on in this school?

(2) Do all the teachers have the benefit of contact with some officer in this capacity of supervisor?

c. *Staff conferences.*

Preliminary conferences. Before the vacation church school sessions begin a certain amount of preliminary preparation by teachers and departmental principals should be made. It will be necessary for these to meet with the supervisor at least two or three times in order to get a clear understanding of the program, the objectives, and the materials and methods by which these are to be realized.

Daily conferences of teachers (or departmental principals) and the supervisor should be held for the consideration of the developments of the day. These may need to be no longer than twenty to thirty minutes.

Weekly conferences, of one or two hours' duration, are essential to a successful school. These should look forward to the work of the next week and should provide for departmental workers' meetings, where the staff is sufficiently large to make this necessary.

(1) Are the necessary *preliminary* conferences of supervisor and workers held?

- (2) Are weekly conferences of supervisor and workers held throughout the duration of the school?
- (3) Are brief daily conferences of supervisor and workers held?

d. *Workers' library.* Proper preparation and growth on the part of the workers requires that books and magazines be made available for their use.

- (1) Is there a workers' library, in either the school or the public library, with books on religious education set aside for the vacation church school workers, and a plan for its use?
- (2) Is there a plan whereby the workers receive or have access to at least two good magazines of religious education?

16. *Administrative Management of Pupils*

a. *Discovery and enrolment.* The church is responsible for the complete Christian education of its entire constituency. The latter will include both those already connected with the church school and, in addition, the unchurched children and youth. Definite plans for the discovery and enrolment of pupils are essential. House-to-house visitation by cordial, sympathetic, Christian visitors with a warm personal welcome should be employed. Suitable publicity, by the aid of posters, bulletin boards, personal letters, and so forth, should be provided.

A separate day should be set aside for the registration of pupils. This is best done on the Friday preceding the opening on Monday. This registration should be made a joyous occasion, with games, stories, and outdoor fun as the accompaniment, the children being grouped as they will be in the school and in charge of their proper departmental officers, who will enrol them.

- (1) Is there a definite plan for the discovery and enrolment of children?
- (2) Is there a systematic study or survey of the community to ascertain the non-church school attendants?
- (3) Is there a comparison of enrolment of the vacation church school with the church and Sunday school enrolment of the churches participating?
- (4) Is there a comparison of the enrolment of the vacation church school with the enrolment of the public school?
- (5) Is a systematic, sustained effort made to secure the enrolment of prospective members by means of visitation and personal invitation?

- (6) Is there a definite plan of publicity?
- (7) Is registration of pupils attended to in advance of the opening day of vacation church school?

b. *Grouping.* Consideration should be given in grouping to the factors of physical maturity, social background, grade at school, and spiritual needs of pupils. The purpose in grouping is to provide for the needs of the child and to make possible the best growth and development. Some schools will find the plan of grouping usually followed in the Sunday church school, namely, kindergarten, primary, junior, and intermediate departments, the best to follow. Others will prefer to group according to public school grades.

- (1) Is consideration given to physical maturity, social background, grade at school, and spiritual needs of pupils in grouping them?

c. *Regular and punctual attendance.* In order to get the best results a pupil should attend each session of the vacation church school with regularity. Frequent absences make for loss of continuity and consequently for loss of interest. All pupils should be present promptly at the opening of each session.

- (1) Is the average attendance 80% to 100% of the total number of pupils belonging to the school?
- (2) Is the average number of pupils arriving on time 80% to 100% of the average attendance?
- (3) Is there a definite, systematic plan for following up absences?

17. *Duration of School*

The vacation church school should continue for sixty hours. It is highly important that this standard be met in order that the school may make the largest possible contribution. These sixty hours may be distributed as follows:

Through a period of 4 weeks, 5 days per week, 3 hours per day.

Through a period of 5 weeks, 5 days per week, 2½ hours per day.

Through a period of 6 weeks, 5 days per week, 2 hours per day.

- (1) Is the duration of the school not less than sixty hours?
- (2) Is the duration of the school not less than four weeks?

18. *Daily Session and Program*

a. *Length of session.* This will vary in different localities, with differing conditions, and for the different departments. It should be not less than two hours.

(1) Is the daily session not less than two hours in length?

b. *Program of session.* This will be more or less flexible, differing in the various departments. It will be so set up as to enable the workers to take advantage of favorable situations and occasions for furthering religious growth. A stereotyped schedule slavishly followed by the clock is to be avoided. A good daily program is one that provides the children with opportunity to have experiences in all the elements that enter into the curriculum.

(1) Does the daily program make provision for utilizing spontaneous interests and favorable experiences?

(2) Does the daily program provide a balanced series of experiences?

19. *Records and Reports*

The school should maintain a system of accurate records. While it is not desirable that the system should be cumbersome or be weighted with unnecessary detail, it is important that it should carry all the information required for the administration of the school in accord with this standard. There should be a permanent record of every pupil indicating his progress for each year of his life within the school. Reports should be made regularly by teachers and supervisors to the responsible board of the local church, to parents, and to the denominational or interdenominational authorities. All records and reports should be correlated with those of the local church or Sunday church school and not made and kept independently of these. (See the "International System of Church School Records and Reports.")

(1) Does the school have a permanent record of each pupil including, as a minimum, information on the following items: name, address, telephone number, date of birth, parents' names and church connections, church membership, public school grade or occupation, date of first enrolment in school, yearly grade, promotions?

(2) Does the school have a record of attendance of each pupil?

(3) Are the records used as a means for studying progress?

- (4) Does the school have a system of regular reports to parents?
- (5) Are the necessary reports and information furnished to denominational and council of religious education offices?

For Type I or II Schools

- (6) Are regular reports made to the board, council, or committee on religious education, to the workers' conference, to the official body of the church, and to the congregation?

For Type III Schools

- (7) Are regular reports made to the board, council, or committee on religious education, or the official board of each church represented in the cooperative school?

20. *Conservation of Results*

There should be a public closing session of the school, as an occasion of giving an account of stewardship and of furthering the interest of the church and community in the vacation church school as an integral part of the educational program of the church. In connection with the closing session the recognition of pupils should be carried out. An exhibit of work done should be made also.

Every effort should be made to relate definitely all unchurched pupils to the continuing religious educational program of the local church. In the case of interdenominational schools care should be taken that all unrelated children are reported to the pastors of churches cooperating.

All supplies, tools, and equipment should be carefully conserved and turned over to the proper custodian for use in either the Sunday church school, the weekday church school, or the next year's vacation church school.

- (1) Does the school include a public closing session?
- (2) Is there an exhibit?
- (3) Is effort made to relate unchurched pupils to the continuing program of religious education by reporting these to the pastors of cooperating churches?
- (4) Are all supplies and equipment carefully saved and turned over to the proper custodian?

21. *Relationships*

The vacation church school does not live and work to itself alone. The pupil it teaches has many and varied contacts throughout the week which have an influence on his spiritual growth.

a. *The church.* The vacation church school in all matters of organization and administration should be recognized as an integral part of the total program of religious education in the church or churches participating. The sympathy and active cooperation of the entire constituency is essential to the best work of the school. Definite means should be adopted of informing the constituency as to plans and program of the school.

- (1) Is the vacation church school officially recognized as an integral part of the total program of religious education in the church or churches participating?
- (2) Does the work of the vacation church school take account of what is going on in other organizations of the church?
- (3) Is information concerning plans and programs of the vacation church school given regularly to the church or churches participating in an attempt to avoid duplication and overlapping?

b. *The public school.* The vacation church school worker will need to take account of the work done by the public school and avoid duplication as far as possible, even utilizing this as may be practicable. There are features of a good public vacation school program that might be accepted by the vacation church school and counted as the equivalent of corresponding features of its own program under certain conditions. Vacation church school teachers should be familiar with the work of the public vacation school and should visit it as often as possible.

- (1) Does the vacation church school take account of the work done for its pupils in the public school, especially in the field of character education?
- (2) Do vacation church school teachers visit public vacation schools as opportunity affords?

c. *The home.* The home is the most vital factor in character formation for pupils of all ages, and particularly for those of younger years. The school should through a definite out-reach into the home, help it to share most effectively in this common task. If teacher and parents are to cooperate in this sacred task of religious nurture, they must be partners in a common undertaking. This calls for conference and discussion of common problems on occasions when the pupils concerned are not present. Parents of children enrolled in the vacation church school should be induced to attend the school on special occasions during the season. Teachers should also recognize that there is great value in visiting the pupil *in his home*.

- (1) Does the school seek definitely to link up its work with the home?
- (2) Are meetings for parents held under the auspices of the vacation church school?
- (3) Are parents encouraged to visit the school?
- (4) Do teachers make friendly calls in the homes of pupils?

d. *Other agencies.* In many communities the Y. M. C. A., Y. W. C. A., and other boy and girl organizations undertake character-building programs of play, hikes, nature study, craftwork, recreation, et cetera, for junior and intermediate age groups. When the vacation church school can do so, to prevent duplication, overlapping, and unnecessary competition, it should take these programs into account, utilizing them as far as possible and working harmoniously with them.

The vacation church school worker should be interested in the public playground, the public library and story hour, the garden clubs, and many other agencies because they offer opportunities for experiences which are vital to the religious development of the child.

- (1) Does the work of the vacation church school take account of what is going on in other organizations working with and for children in the community?
- (2) Is the effort made to relate the work done by other community agencies, such as Y. M. C. A., Y. W. C. A., Scouts, playground, library, etc., to the work of the vacation church school, so as to avoid duplication and overlapping?

e. *Religious education organizations.* A vacation church school should receive the help and confidence which may be derived from affiliation with the larger movement.

- (1) Does the school cooperate with denominational boards of religious education by giving its support in an approved way, by sending delegates to conventions and institutes, and by making use of such assistance in its work as the denominational boards may provide?
- (2) Does the school cooperate with the council of religious education (district, county, or city) and with the state and International councils, by giving its support in an approved way, by attendance at training schools, by sending delegates to conventions and institutes, and by making use of such assistance in its work as the councils may provide?

IV. Housing and Equipment

The vacation church school should be held in the educational rooms of the church or churches participating, unless the church buildings are inadequate and better housing is available in the community. The pupils' impressions of the place of worship and religious activities should be the best possible. It is true that the most excellent working conditions will not guarantee desired educational results. Nevertheless, proper space and equipment are a great aid to the work. Because of the varied nature of its program, the vacation church school, while it does not absolutely require it, can use to very good advantage a more varied equipment than any other type of school.

22. Rooms

The rooms in which the school of religion is held must be suitable for their purpose. They must make the pupils feel a sense of satisfaction and pride in ownership. They must be adequate as to number and size, properly arranged, and made as neat and attractive as possible.

a. *Size of rooms.* Rooms used for worship purposes should have a minimum of $7\frac{1}{2}$ square feet for each person. They should afford requisite freedom from interruption and should be of such nature as to promote a worshipful attitude.

Rooms for study purposes should have a minimum of 15 square feet for each person. Each department and class should be separated from all others by sound-proof partitions.

Rooms or outdoor space for "craft-work," or "shop," should be provided separately, if possible, from those used for worship and study.

- (1) Is the floor space provided for each pupil for worship purposes equal to $7\frac{1}{2}$ square feet?
- (2) Are the rooms used for worship so designed and located as to afford reasonable freedom from interruption?
- (3) Are the rooms used for worship such as promote a worshipful attitude?
- (4) Is the floor space provided for each pupil for study purposes equal to 15 square feet?
- (5) Is each department and class separated from all others by sound-proof partitions?
- (6) Do furnishings, woodwork, and general appearance meet at least the prevailing artistic standards of the homes and schools of the community?

- (7) Are classrooms convenient to the entrance and exit of pupils?
- (8) Are separate rooms (or outdoor space) provided for "craft-work" or "shop"?
- (9) Are toilet facilities available, separate for boys and girls?
- (10) Are there cabinets or a storeroom for supplies?
- (11) Are sanitary drinking facilities provided?

b. *Recreation facilities.* There should be available for all pupils facilities for social and recreational purposes. The extent to which such space is readily available outside of the church building should of course be taken into consideration. Parks and playgrounds are suitable for the outdoor program. The church gymnasium is ideal for the indoor recreational program. Space used for other purposes may in some cases be used also for these activities, provided it lends itself to such use and is not thereby made unsatisfactory for other purposes.

- (1) Are suitable play and recreational rooms provided?
- (2) Is use made of any nearby playgrounds?

23. *Equipment*

The vacation church school must not be required to "make bricks without straw." Needed furniture and equipment should be provided. The church should consider all such costs in the nature of an investment in child development.

a. *Furniture.* Public school experience has indicated the importance of suitable educational equipment. The best equipment is such as permits ready removal and regrouping of furniture, to provide a variety of types of activity. Tables and chairs, blackboards and maps, Bibles and hymnbooks, piano or organ in each room, storeroom and cabinet, cloakroom and drinking fountain, library and reference material, are essential to good work. No teacher should be handicapped for lack of working tools.

- (1) Are seats provided to fit the pupils of different grades?
- (2) Is a suitable musical instrument, kept in tune, provided for use in worship?
- (3) Do pupils have tables, tablet armchairs, desks, or other working space?
- (4) Are framed pictures, chosen for their value in religious education and suitable to the age of the pupils, attractively placed in rooms used for worship and class work?
- (5) Are blackboards and maps provided, sufficient for the needs of the school?

b. *Tools.* There should be enough good tools to enable the pupils to do good work. By "tools" is meant scissors, saws, hammers, squares, knives, brushes, et cetera. All such working instruments should be carefully conserved.

- (1) Is there a sufficient supply of the necessary tools to enable pupils to do good work?

24. *Literature and Supplies*

Careful consideration must be given to providing a proper supply of Bibles, hymnbooks, literature for teachers, notebooks for pupils, paper, pictures, models, pencils, crayon, paint, et cetera to carry on an effective school. Needs of this sort should be determined some weeks in advance of the opening date of school and ordered early so as to be on hand when needed.

- (1) Are Bibles with readable type available for all pupils in the junior age group and above?
- (2) Are suitable hymnbooks provided and kept in good condition?
- (3) Is each pupil properly supplied with at least the working materials suggested in the teacher's helps being used?
- (4) Is each teacher properly supplied with at least the working materials suggested in the teacher's helps being used?

25. *Service and Upkeep*

One of the most severe tests of a church school plant is its proper upkeep. A good janitor is a very important asset to a program of religious education.

- (1) Is the building, including furniture and fixtures, kept clean and in good repair?
- (2) Are the grounds, lawn, and exterior of building in good condition and as attractive as can be made?
- (3) Are the boys and girls trained to respect the church property and to help take good care of same?

Appendix

HOW TO USE THIS STANDARD

1. Read again the paragraphs, "Purpose of this Standard" and "How to Use This Standard" on page 3 to get a clear idea of the viewpoint and approach implicit in this standard.

2. The supervisor of the vacation church school should make a thorough study of the standard so as to understand it fully. This should be undertaken well in advance of the opening of the school. If any phases of the standard are not clear the supervisor should undertake to find out the meaning by conference or correspondence with either the authors of the standard or denominational or other leaders.

3. At the preliminary conferences, (see page 31), the standard should be made the principal means of guidance. It should be the program of study and preparation for the school, a manual of directions by which to set up the school, orient the workers, and make plain to them their duties. The workers should be led to adopt it as their criterion of a good school. They should be encouraged to test their own work by this criterion.

4. The weekly conferences will also be guided by the standard. By means of a weekly check-up the progress may be noted and the necessary improvements agreed upon and introduced.

5. The daily conferences will afford invaluable opportunity for making clear the requirements of the standard and for discussion of the program outlined by it. Discussion of the standard should be encouraged, pains being taken to bring out practical implications and methods of putting the provisions of the standard into effect.

6. Plan to score your school. Two ways of scoring are suggested.

(a) Score the school very shortly after it gets under way and again at its close. Comparison will show what improvements have resulted in the interim.

(b) Score the school at the time of its maximum efficiency and preserve the rating for comparison next year when the school is again scored.

The scoring may be done either by one individual, by a committee appointed for the purpose, or by a whole group of workers cooperatively. For scoring purposes the special scoring pamphlet should be secured and a copy placed in the hands of each person assisting with the work of scoring.

7. Let the workers see the results of the scoring. This may be done by means of a comparative tabulation of scores on a blackboard or by means of a graph, using different colored lines to represent the different levels reached in each of the items of the standard. Discuss the points of improvement and the places where improvement has yet to be made. Determine to make the goals for the next year, or the next vacation church school season, the maintenance of present attainments and the achievement of unmet provisions of the standard.

INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION

Scoring Manual

For use with
the

Standard
for the
Vacation Church School



THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
22ND FLOOR, 203 NORTH WABASH AVENUE
CHICAGO, ILLINOIS

Copyright, 1930, by
THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION

Price 15 cents per copy, cash with order

Printed in the U. S. A.

Scoring Manual

for use with the

Standard for the Vacation Church School

THIS scoring manual has been prepared for use with the *Standard for the Vacation Church School*. The full interpretation of the points is given in the standard pamphlet itself.

A small committee should be made responsible for the work of scoring. Such a committee should plan to spend a liberal amount of time on this work. If possible, the members of the committee should be free during the school sessions in order to observe the work in various departments and classes.

To begin with, the committee should study the entire standard and make its plans for securing the necessary data for scoring. In some cases the facts may be obtained from the records, in some cases by consultation with workers, in some cases by actual observation, and in still other cases by measurement of rooms. Some data can best be obtained when the school is not in session, other data must be secured while the session is going on. The supervisor, departmental principals, and teachers should participate as largely as possible in the scoring, both in helping to determine the standing of the school and in planning ways of improvement. Such self-rating will stimulate to better work.

Some of the items in the standard can be scored exactly on the basis of facts and figures available. Others require the exercise of judgment on the part of the scorer. Wherever such judgment must be based upon observation of the work which is being done, it is desirable to have several observations made and to take the average of the scores assigned at each observation.

In the case of a few of the items a school can earn either *all or none* of the points allowed for such item. In the scoring instructions these are stated thus: "Score 5 or 0." On most of the items, however, a school will receive a proportion of the perfect score, depending on the extent to which it has reached the ideal. These are stated thus: "Score 0 to 5." In scoring such items it is helpful to think of the worst possible school as scoring 0, the best possible school as scoring perfect, and then deciding at which point between these two extremes the school in question would fall.

In following the scoring directions, it will be unavoidable to have some of the scores run into fractions. When these figures are summed up for each of the 20 major items, use the nearest whole numbers as the totals. (Begin with the decimal .5 in changing the totals to the next higher whole number.)

In the following directions, the numerical value to be allowed each question under each item is indicated. In most cases the questions are so worded as to require no further information for scoring. Wherever necessary, however, instructions have been given on how to score.

The *Standard for the Vacation Church School* is scored on the basis of 1,000 points. If it is desired to show the score in percentages, divide your actual score by 10.

The 1,000 points were assigned to the four main divisions on the basis of relative importance. The score assigned to each of the four major divisions was distributed to the subdivisions under each. Obviously the greater the number of subdivisions under any one major division, the smaller the score allotted to each such subdivision. Therefore, the score of one subdivision should not be compared with the score of another subdivision.

A summary form appears on the final page of this manual, to which the scores may be transferred after they have been determined.

I. Curriculum (320)

1. *Worship Experiences* (40)

Score each worship group separately on worship, and then find the average and record it in the blanks below. Make at least three observations of each group.

a. *Provision for worship* (2)

(1) Score 0 to 2.....

Score 2 if both types are used; score 1
if one type of worship only is used.

TOTAL FOR a.....

b. *Quality of worship programs* (16)

Each group should be scored on both its formal and informal worship. The average for the school should be inserted below.

Planned or Formal Worship

(1) Score 0 to 2.....

(2) Score 0 to 2.....

(3) Score 0 to 1.....

(4) Score 0 to 2.....

- (5) Score 0 to 2.....
 (6) Score 0 to 2.....
 (7) Score 0 to 1.....

Spontaneous or Informal Worship

- (8) Score 0 to 2.....
 (9) Score 0 to 2.....

TOTAL FOR *b*.....

c. Gradation of worship materials (5)

- (1) Score 0 to 1.....
 (2) Score 0 to 1.....
 (3) Score 0 to 1.....
 (4) Score 0 to 1.....
 (5) Score 0 to 1.....

TOTAL FOR *c*.....

d. Pupil participation in worship (8)

- (1) Score 0 to 2.....
 (2) Score 0 to 2.....
 (3) Score 0 to 2.....
 (4) Score 0 to 2.....

TOTAL FOR *d*.....

e. Leadership of worship (4)

- (1) Score 0 to 2.....
 (2) Score 0 to 2.....

TOTAL FOR *e*.....

f. Training in worship (5)

- (1) Score 0 to 2.....
 (2) Score 0 to 1.....
 (3) Score 0 to 1.....
 (4) Score 0 to 1.....

TOTAL FOR *f*.....

TOTAL FOR WORSHIP EXPERIENCES.....

2. Service Experiences (40)

a. Provision for service activities (11)

Base score on the percentage of pupils included in these undertakings.

- (1) Score 0 to 3.....
 (2) Score 0 to 3.....
 (3) Score 0 to 3.....
 (4) Score 0 to 2.....

TOTAL FOR *a*.....

b. Quality of service activities (12)

- (1) Score 0 to 3.....
(2) Score 0 to 2.....
(3) Score 0 to 2.....
(4) Score 0 to 3.....
(5) Score 0 to 2.....

TOTAL FOR *b*.....

c. Spirit of service (17)

- (1) Score 0 to 3.....
(2) Score 0 to 3.....
(3) Score 0 to 3.....
(4) Score 0 to 2.....
(5) Score 0 to 3.....
(6) Score 0 to 3.....

TOTAL FOR *c*.....

TOTAL FOR SERVICE EXPERIENCES.....

3. Study Experiences (40)

Each of the classes must be rated on this item. While it may be possible to arrive at the score for the school by discussion with the several teachers, it will be much more effective to have some competent person visit the classes and form an estimate in consultation with the teacher. Two or three observations are desirable. Score each class separately on each question and then find the average. Enter this average in the blanks below.

a. Adequacy of time for study (10)

- (1) Score 0 to 10.....

Determine the amount of time spent on study during 3 or more class sessions and find the average. If this average is one hour or more allow full credit. Reduce the score by one point for each 2 minutes less than one hour. Allow no credit for less than 40 minutes.

TOTAL FOR *a*.....

b. Materials of study (12)

- (1) Score 0 to 6.....
(2) Score 0 to 6.....

TOTAL FOR *b*.....

c. Method of Treatment (18)

- (1) Score 0 to 6.....
(2) Score 0 to 5.....
(3) Score 0 to 7.....

TOTAL FOR *c*.....

TOTAL FOR STUDY EXPERIENCES.....

4. *Experiences in Creative Construction* (40)

Score each class or working group separately. Find the average and record this in the blanks below.

a. *Opportunities for creative construction* (8)

(1) Score 0 to 2.....

(2) Score 0 to 3.....

(3) Score 0 to 3.....

TOTAL FOR a.....

b. *Scope of constructive activities* (5)

(1) Score 0 to 3.....

(2) Score 0 to 2.....

TOTAL FOR b.....

c. *Time for constructive activities* (4)

(1) Score 0 to 2.....

(2) Score 2 or 0.....

TOTAL FOR c.....

d. *Supervision of constructive activities* (6)

(1) Score 0 to 2.....

(2) Score 2 or 0.....

(3) Score 0 to 2.....

TOTAL FOR d.....

e. *Method of constructive activities* (17)

(1) Score 0 to 3.....

(2) Score 0 to 2.....

(3) Score 0 to 2.....

(4) Score 0 to 2.....

(5) Score 0 to 2.....

(6) Score 0 to 2.....

(7) Score 0 to 2.....

(8) Score 0 to 2.....

TOTAL FOR e.....

TOTAL FOR EXPERIENCES IN CREATIVE
CONSTRUCTION

5. *Experiences in Play and Recreation* (40)

a. *Scope of play and recreation* (9)

(1) Score 0 to 5.....

(2) Score 0 to 4.....

TOTAL FOR a.....

b. *Time for play and recreation* (9)

(1) Score 0 to 5.....

(2) Score 0 to 4.....

TOTAL FOR b.....

c. Supervision of play and recreation (10)

- (1) Score 0 to 4.....
(2) Score 3 or 0.....
(3) Score 0 to 3.....

TOTAL FOR *c*.....

d. Methods of play and recreation (12)

- (1) Score 0 to 3.....
(2) Score 0 to 3.....
(3) Score 0 to 3.....
(4) Score 0 to 3.....

TOTAL FOR *d*.....

TOTAL FOR EXPERIENCES IN PLAY AND
RECREATION

**6. Experiences in the Life and Fellowship
of the School (40)**

Score each class group or teacher separately. Find the average and record this in the blanks below.

*a. Friendly companionship among teachers
and pupils (16)*

- (1) Score 0 to 4.....
(2) Score 0 to 3.....
(3) Score 0 to 3.....
(4) Score 0 to 3.....
(5) Score 0 to 3.....

TOTAL FOR *a*.....

*b. Pupil participation in the conduct of the
school (14)*

- (1) Score 0 to 4.....
(2) Score 0 to 3.....
(3) Score 3 or 0.....
(4) Score 2 or 0.....
(5) Score 0 to 2.....

TOTAL FOR *b*.....

*c. Opportunity for the exercise of pupils'
initiative (10)*

- (1) Score 0 to 3.....
(2) Score 0 to 3.....
(3) Score 0 to 4.....

TOTAL FOR *c*.....

TOTAL FOR EXPERIENCES IN THE LIFE AND
FELLOWSHIP OF THE SCHOOL.....

7. *Experiences in Personal Religion and the Church* (40)

a. *Personal commitment* (20)

(1) Score 0 to 20.....

TOTAL FOR a.....

b. *Participation in the life and work of the church* (20)

(1) Score 0 to 10.....

(2) Score 0 to 10.....

TOTAL FOR b.....

TOTAL FOR EXPERIENCES IN PERSONAL
RELIGION AND THE CHURCH.....

8. *Experiences in Other Social Relationships* (40)

(1) Score 0 to 40.....

TOTAL FOR EXPERIENCES IN OTHER SOCIAL
RELATIONSHIPS

II. Leadership (290)

For convenience in summarizing the scores on leadership, a chart covering items 9, 10, and 11 is included in the center of this booklet. The score of each worker, whether he be supervisor, departmental principal, teacher, or helper, must be determined and the average found for entry on this chart. Copies of this chart may be secured from the publishers of this standard at 15c per dozen, for use in scoring each individual worker.

Some competent, impartial person or committee should score the workers. It will probably not be practical to ask each worker to hand in his own score since most persons will hesitate to show their own ratings of themselves. There is great value, however, in self-rating. It is suggested that schools secure enough copies of the rating chart to put one in the hands of each worker with the request that he check up on himself on each of the items. A thorough discussion of this section of the standard should precede such self-rating.

The perfect scores on each of the items in the leadership section are shown on the chart. In most cases, the questions in the standard are entirely clear, and indicate how to score. Notes are given here on such items only as require special scoring directions.

Scoring Sheet for Section II—Leadership

9. Personal Qualities

		Perfect Score	School Score
(1)	Christian purpose and spirit	15	
(2)	Pupil attitudes	10	
(3)	Understanding of pupils	10	
(4)	Spirit of leadership	10	
(5)	Attitude toward school	15	
(6)	Initiative and resourcefulness	10	
(7)	Cooperation	10	
(8)	Open-mindedness and fairness	10	
(9)	Loyalty to church	10	
	TOTAL FOR PERSONAL QUALITIES	100	

10. Training and Experience*

(1)	Age and maturity	10	
(2)	Appreciation of pupils' point of view	10	
(3)	General education	15	
(4)	Special training	20	
(5)	Attitude toward supervision	10	
(6)	Teaching experience	10	
(7)	Educational reading	10	
(8)	Staff conference attendance	10	
(9)	Attendance at preparatory conferences	30	
(10)	Interest in work	35	
(11)	Experience in church school work	30	

TOTAL FOR TRAINING AND EXPERIENCE		95
11. Teaching and Executive Ability†		
(1)	Moral and spiritual aims	10
(2)	Study of pupil needs	15
(3)	Knowledge of program	10
(4)	Adequate preparation	10
(5)	Relationship with homes of pupils	10
(6)	Planning and adapting work	10
(7)	Stimulating pupil participation	10
(8)	Keeping good order	10
(9)	Fairness to differing viewpoints	10
(11)	Attitude toward teachers	10
(12)	Sharing program building with teachers	10
(13)	Adapting curriculum to local needs	15
(14)	Use of supervisory measures	15
(15)	Professional growth of teachers	10
(16)	Interest in teachers	10
(17)	Attitude of co-workers	10
(18)	Initiative and resourcefulness	15
TOTAL FOR TEACHING AND EXECUTIVE ABILITY		95
Grand Total Score for Leadership		290

*Score each person in one section only. If there are scores for each section, divide the "Total for Training and Experience" by 3 before recording.

†Score each person in one section only. If there are scores for each section, divide the "Total for Teaching and Executive Ability" by 2 before recording

9. *Personal Qualities* (100)

Score each supervisor, departmental principal, teacher, or helper engaged in the leadership of the school on this section. Record the averages on the chart.

10. *Training and Experience* (95)

Score each person in only one section, that is, on questions 1 to 8, 9 to 11, or 12 to 17. Record averages for each item. When finding the total score for "Training and Experience," the sum must be divided by three if each section is used. If only two sections are used, for example, if the school does not have any helpers, divide the total by two.

- (4) Allow 5 points for one or more courses in each one of these subjects.
- (6) Allow full credit for one or more years of experience; no credit for less than one half year's experience.
- (7) Allow $2\frac{1}{2}$ points for each of two educational journals read regularly and $2\frac{1}{2}$ points for each of two books read.
- (8) Allow full credit for attending all staff conferences; no credit for attending less than one half of such conferences.
- (9) Allow full credit for attending all such conferences; no credit for attending less than one half of such conferences.
- (11) Allow full credit for a year or more teaching experience; proportionate credit for less than a year or for work other than teaching.
- (13) Allow 5 points for one or more courses in each of these subjects.
- (14) Allow full credit for one or more years of experience; no credit for less than one-half year's experience.
- (15) Allow full credit for one year's experience in Sunday school or in vacation church school.
- (16) Allow 3 points for each of two religious educational journals read regularly; $2\frac{3}{4}$ points for each of four books on religious education read during the year.

11. *Teaching and Executive Ability* (95)

Score each person on one section only. Do not score helpers on this division. When finding the total for "Teaching and Executive Ability," divide the sum by two before recording.

- (10) This question expresses a very important ideal but is so difficult to score that it has been omitted from the list of scoring items.

III. Organization and Administration (250)

12. *Unity of Program* (35)

a. Relation to the board, council, or committee on religious education (20)

Score on questions (1) and (2) or (3), (4), and (5) according to the type of school.

For Denominational Vacation Church Schools

(1) Score 10 or 0.....

(2) Score 0 to 10.....

For Interdenominational Vacation Church Schools

(3) Score 6 or 0.....

(4) Score 0 to 6.....

(5) Score 0 to 8.....

TOTAL FOR *a.*.....

b. Relation to other phases of the educational program of the local church and community (15)

(1) Score 0 to 8.....

(2) Score 0 to 7.....

TOTAL FOR *b.*.....

TOTAL FOR UNITY OF PROGRAM.....

13. *Budget* (30)

(1) Score 8 or 0.....

(2) Score 4 or 0.....

(3) Score 0 to 4.....

(4) Score 0 to 5.....

(5) Score 0 to 5.....

(6) Score 4 or 0.....

TOTAL FOR BUDGET.....

14. *Staff of Workers* (30)

a. Adequacy of staff (8)

Score on questions (1), (2), and (3) or on questions (4), (5), (6), and (7).

For Small Schools.

(1) Score 3 or 0.....

(2) Score 2 or 0.....

(3) Score 0 to 3.....

For Larger Schools.

- (4) Score 2 or 0.....
(5) Score 2 or 0.....
(6) Score 0 to 2.....
(7) Score 0 to 2.....

TOTAL FOR a.....

b. *Method of appointment of staff* (7)

- (1) Score 2 or 0.....
(2) Score 0 to 3.....
(3) Score 2 or 0.....

TOTAL FOR b.....

c. *Staff participation in conduct of school* (9)

- (1) Score 0 to 3.....
(2) Score 0 to 3.....
(3) Score 0 to 3.....

TOTAL FOR c.....

d. *Continuity of service of staff* (6)

- (1) Score 2 or 0.....
(2) Score 2 or 0.....
(3) Score 0 to 2.....

Deduct one point for each teacher
whose service is not continuous.

TOTAL FOR d.....

TOTAL FOR STAFF OF WORKERS.....

15. *Training and Supervision of Workers* (35)

a. *Training policy and program* (10)

- (1) Score 3 or 0.....
(2) Score 3 or 0.....
(3) Score 4 or 0.....

TOTAL FOR a.....

b. *Supervision* (8)

- (1) Score 0 to 5.....
(2) Score 0 to 3.....

Base score on the percentage of work-
ers affected by supervision.

TOTAL FOR b.....

c. *Staff conferences* (12)

- (1) Score 0 to 4.....

Allow 1 point for each such meeting.

- (2) Score 0 to 4.....

Reduce score by 1 point for each week
meeting is not held.

- (3) Score 0 to 4.....

Reduce score by 1 point for each day
such a meeting is not held.

TOTAL FOR c.....

d. Workers' library (5)

(1) Score 0 to 3.....

Base score on the extent to which provision is made either in the local church library or the public library for workers' books, and on the effectiveness of the plan for the use of such books.

(2) Score 0 to 2.....

Base score on the extent to which magazine literature is made easily accessible for each worker, either through purchase by the school, or through some other plan for reducing the cost to the workers.

TOTAL FOR *d*.....

TOTAL FOR TRAINING AND SUPERVISION
OF WORKERS.....

16. Administrative Management of Pupils (30)

a. Discovery and enrolment (14)

(1) Score 2 or 0.....

(2) Score 2 or 0.....

(3) Score 2 or 0.....

(4) Score 2 or 0.....

(5) Score 0 to 2.....

(6) Score 2 or 0.....

(7) Score 2 or 0.....

TOTAL FOR *a*.....

b. Grouping (5)

(1) Score 0 to 5.....

TOTAL FOR *b*.....

c. Regular and punctual attendance (11)

(1) Score 0 to 4.....

Allow 1 point credit if the average attendance is 80% to 85%; 2 points if it is 85% to 90%; 3 points if it is 90% to 95%; 4 points if it is 95% to 100%.

(2) Score 0 to 4.....

Allow 1 point credit if this percentage is 80% to 85%; 2 points if it is 85% to 90%; 3 points if it is 90% to 95%; 4 points if it is 95% to 100%.

(3) Score 3 or 0.....

TOTAL FOR *c*.....

TOTAL FOR ADMINISTRATIVE MANAGEMENT
OF PUPILS.....

17. *Duration of School* (20)

(1) Score 0 to 10.....

Reduce score by 1 point for each hour less than 60; allow no credit for less than 50 hours.

(2) Score 0 to 10.....

Reduce score by 2 points for each day less than four weeks; allow no credit for less than three weeks.

TOTAL FOR DURATION OF SCHOOL

18. *Daily Session and Program* (15)

a. *Length of session* (5)

(1) Score 0 to 5.....

Reduce score by 1 point for each day the session falls below two hours.

TOTAL FOR a.....

b. *Program of session* (10)

(1) Score 0 to 5.....

(2) Score 0 to 5.....

TOTAL FOR b.....

TOTAL FOR THE DAILY SESSION AND PROGRAM

19. *Records and Reports* (20)

Score on questions (1) through (5), and on either (6) or (7) according to the type of school.

(1) Score 0 to 4.....

(2) Score 0 to 3.....

(3) Score 0 to 3.....

(4) Score 2 or 0.....

(5) Score 0 to 3.....

For Type I and II Schools

(6) Score 0 to 5.....

For Type III Schools

(7) Score 0 to 5.....

TOTAL FOR RECORDS AND REPORTS.....

20. *Conservation of Results* (20)

(1) Score 5 or 0.....

(2) Score 5 or 0.....

(3) Score 5 or 0.....

(4) Score 5 or 0.....

TOTAL FOR CONSERVATION OF RESULTS.....

21. Relationships (15)

a. The church (4)

(1) Score 1 or 0.....

(2) Score 0 to 2.....

(3) Score 0 to 1.....

TOTAL FOR a.....

b. The public school (2)

(1) Score 0 to 1.....

(2) Score 0 to 1.....

TOTAL FOR b.....

c. The home (5)

(1) Score 0 to 1.....

(2) Score 0 to 1.....

(3) Score 0 to 1.....

(4) Score 0 to 2.....

TOTAL FOR c.....

d. Other agencies (2)

(1) Score 0 to 1.....

(2) Score 0 to 1.....

TOTAL FOR d.....

e. Religious education organisations (2)

(1) Score 0 to 1.....

(2) Score 0 to 1.....

TOTAL FOR e.....

TOTAL FOR RELATIONSHIPS.....

IV. Housing and Equipment (140)

22. Rooms (40)

a. Size of rooms (34)

(1) Score 0 to 5.....

Base score on percentage of pupils
provided with adequate space.

(2) Score 0 to 3.....

(3) Score 0 to 2.....

(4) Score 0 to 5.....

Base score on percentage of pupils
provided with adequate space.

(5) Score 0 to 3.....

(6) Score 0 to 4.....

(7) Score 0 to 2.....

(8) Score 0 to 3.....

(9) Score 2 or 0.....

(10) Score 0 to 3.....

(11) Score 2 or 0.....

TOTAL FOR a.....

b. Recreation facilities (6)

(1) Score 0 to 3.....

(2) Score 0 to 3.....

TOTAL FOR *b*.....

TOTAL FOR ROOMS.....

23. Equipment (30)

a. Furniture (25)

(1) Score 0 to 6.....

Base score on the percentage of pupils properly supplied with seating equipment.

(2) Score 0 to 5.....

(3) Score 0 to 6.....

Base score on the percentage of pupils properly provided for.

(4) Score 0 to 4.....

(5) Score 0 to 4.....

TOTAL FOR *a*.....

b. Tools (5)

(1) Score 0 to 5.....

TOTAL FOR *b*.....

TOTAL FOR EQUIPMENT.....

24. Literature and Supplies (40)

(1) Score 0 to 10.....

(2) Score 0 to 10.....

(3) Score 0 to 10.....

Base score on the percentage of pupils properly provided with working materials.

(4) Score 0 to 10.....

Base score on the percentage of teachers properly provided with working materials.

TOTAL FOR LITERATURE AND SUPPLIES.....

25. Service and Upkeep (30)

(1) Score 0 to 10.....

(2) Score 0 to 10.....

(3) Score 0 to 10.....

TOTAL FOR SERVICE AND UPKEEP.....

Grand Total School Score.....

Percentage Standing of School (Divide Total by 10)

Summary

	Perfect Score	School Score	Total
I. Curriculum			
1. Worship Experiences	40	—	
2. Service Experiences	40	—	
3. Study Experiences	40	—	
4. Experiences in Creative Construction	40	—	
5. Experiences in Play and Recreation....	40	—	
6. Experiences in the Life and Fellow- ship of the School	40	—	
7. Experiences in Personal Religion and the Church	40	—	
8. Experiences in Other Social Relationships	40	—	
TOTAL FOR CURRICULUM	320		—
II. Leadership			
9. Personal Qualities	100	—	
10. Training and Experience	95	—	
11. Teaching and Executive Ability	95	—	
TOTAL FOR LEADERSHIP	290		—
III. Organization and Administration			
12. Unity of Program	35	—	
13. Budget	30	—	
14. Staff of Workers	30	—	
15. Training and Supervision of Workers	35	—	
16. Administrative Management of Pupils	30	—	
17. Duration of School	20	—	
18. Daily Session and Program	15	—	
19. Records and Reports	20	—	
20. Conservation of Results	20	—	
21. Relationships	15	—	
TOTAL FOR ORGANIZATION AND ADMIN- ISTRATION	250		—
IV. Housing and Equipment			
22. Rooms	40	—	
23. Equipment	30	—	
24. Literature and Supplies	40	—	
25. Service and Upkeep	30	—	
TOTAL FOR HOUSING AND EQUIPMENT.....	140		—
Grand Total	1000		—
Per Cent	100		—

INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION

Proposed Standard
for the
Weekday Church School



THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
22ND FLOOR, 203 NORTH WABASH AVENUE
CHICAGO, ILLINOIS

INTERNATIONAL STANDARDS IN
RELIGIOUS EDUCATION

Proposed Standard
for the
Weekday Church School



Approved, February 1930, by
The International Council of Religious Education
22nd Floor, 203 North Wabash Avenue
Chicago, Illinois

Price 20 cents

THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
22ND FLOOR, 203 NORTH WABASH AVENUE
CHICAGO, ILLINOIS

INTERNATIONAL STANDARDS IN RELIGIOUS EDUCATION

GENERAL STANDARDS

The Educational Work of the Church (in preparation)
Standard A for the Sunday Church School
Standard B for the Sunday Church School
Standard for the Vacation Church School
Standard for the Weekday Church School

DEPARTMENTAL AND DIVISIONAL STANDARDS

Standard for the Beginners' Department
Standard for the Primary Department
Standard for the Junior Department
Standard for the Intermediate, Senior, and Young People's Departments, or Combinations of Departments, in the Young People's Division of the Sunday Church School
Standard for Adult Religious Education in the Church

Copyright, 1930, by

The International Council of Religious Education

Printed in U. S. A.

Standard for the Weekday Church School

PURPOSE OF THIS STANDARD

THE purpose of this standard is to help leaders in weekday church schools to examine their own work in order to improve it. This purpose is accomplished in two ways:

First, through indicating the important things to stress in a good weekday church school. Certain items have been selected for this standard because of their importance. Each of these items is described so as to give a clear idea of what is meant by it and why it is important. This is followed by some suggestions on how to attain it. Thus, in brief scope, a comprehensive picture is given for a program of religious education for the weekday church school.

Second, through a plan for scoring each of the items in this standard. This makes it possible to measure the extent to which a school reaches the ideal. The total perfect score is 1,000 points. The number of points assigned to each item in the standard indicates approximately its relative importance. A school may score anywhere from 0 to 1,000 points. If it is desired to show this score in terms of per cent, this can easily be done by dividing it by 10. In the outline on page 7 the amount of credit allotted to each item is shown. The complete scoring directions are given in a separate scoring pamphlet.

HOW TO USE THIS STANDARD

The primary value of this standard lies in enabling workers in the weekday church school to visualize their own needs and in challenging them to better work. In order fully to serve its purpose, it is necessary that all the workers be familiar with it and evaluate their own work by it.

The standard has purposely been so constructed that few, if any, schools will score 1,000 points. Some will rate high on one item and some on another. It should challenge every school to improvement, without encouraging any to feel that it has arrived at the ultimate point of perfection. The test of its value lies in how much it stimulates schools to better work. The standard is not intended for comparing one school with another. If it is to be used for comparison of schools, this should be done only under the guidance of an impartial expert scorer.

WHAT IS THE CHURCH SCHOOL?

The term "church school" is used to designate that organization through which the entire educational program of the church is administered. The church school may carry out its complete program through various units of organization, such as the Sunday church school, weekday church school, vacation church school, missionary societies, young people's and other societies and clubs. In a church school which has a thoroughly integrated program these units of organization will provide a cumulative experience which preserves an essential unity in the life of the pupil.

WHAT IS THE WEEKDAY CHURCH SCHOOL?

The weekday church school is one of several units of organization used today to expand the program of religious education of the church. It is not to be confused with the vacation church school, or the daily vacation Bible school as it was formerly called, which meets during the public school vacation. It is to be distinguished also from the parochial school, which includes so-called "secular" subjects as well as religious; the leadership training school, often called "school of religious education"; the "Bible in the schools" plan; the high school Bible-study-for-credit plan; the various clubs and societies classed as through-the-week activities; and any weekday classes resulting from the effort to expand the Sunday church school session into weekdays.

The following is suggested as a working definition of the term "weekday church school," one that is as nearly as possible in harmony with the original and primary examples in this field. It is recognized that there are other agencies which have every right to be regarded as activities of the church school and that do their work on weekdays. There is no wish to exclude these and the very worthwhile pieces of work they are doing. The aim is to arrive at some uniform mode of thinking about and referring to the weekday church school enterprise and afford some relief from the very great confusion that exists.

The Weekday Church School—

1. Is a *church* school, an essential part of the educational program of the church and carried on under the direction of a local church or the churches of a community associated together in a council of religious education.
2. Is a distinct phase of the church's educational program, to be differentiated from the vacation church school,

the leadership training school, high school Bible-study-for-credit classes, pastor's classes, boys' and girls' recreation clubs, societies, gymnasium classes, and other weekday classes in expansion of the Sunday session.

3. Is financed by the church or churches primarily, although the community is frequently called upon to share the cost.
4. Meets in church buildings wherever practicable, or in buildings that are rented or owned by the weekday church school board.
5. Is carried on by a specially appointed board or council (if cooperative) which is responsible for appointing and paying qualified teachers and supervisors, for setting up a program of courses and activities, and for providing the necessary place of meeting and equipment.
6. Has no organic relationship with the public school, but works in fullest cooperation with it. Its pupils of all grades are usually drawn from the public school by permission of the public school board.
7. Is conducted on "released time," or on "dismissed time," preferably, upon suitable arrangement with the public school officials, rather than on "free time."*
8. Holds its sessions on the public school days of the week.
9. Receives children from the public school only on written request of parents.
10. Is not compulsory in the sense that public school attendance is compulsory, but regular and prompt attendance is expected.

The weekday church school shares with the Sunday church school, the vacation church school, and other educational agencies of the church, the general aims and objectives of religious education. It is not to be thought of as something distinct and apart from these agencies within the church, but rather as a reinforcing or supplementing factor, having the same general purposes and aims, i. e., to lead the pupils into fuller Christian living. Its program should be closely correlated with every other phase of the church school program so

* "Released time" means that pupils are released from the public school at hours distributed throughout the school day. "Dismissed time" means that the public school or grade is dismissed entirely at certain periods, usually the closing period. "Free time" means that the weekday classes meet outside the hours of the public school day.

that there is provided for the child a unified religious experience.

In the following pages there will be presented in detail the description of the various items in this standard, together with questions which will indicate what is required to attain them.

A SYSTEM OF STANDARDS

This standard is one of a system of standards for religious education in the church. There is one comprehensive standard for the entire educational program of the church, entitled *The Educational Work of the Church*, which is now in preparation, and standards for the various departments of the church school. See page 2 for the complete list.

THE OBJECTIVES OF RELIGIOUS EDUCATION

The final test of the school of religious education is the extent to which it leads pupils in learning to live the Christian life. This life-centered objective should be kept constantly in mind in evaluating the work of the school. Some of the fundamental questions on which such evaluation should be based are these:

1. Does it lead the pupil into a personal relationship with God?
2. Does it give the pupil an understanding and appreciation of the life and teachings of Jesus, lead him to accept Christ as Savior, Friend, Companion, and Lord, and lead him into loyalty to Christ and his cause?
3. Does it lead to a progressive and continuous development of Christlike character?
4. Does it lead into enthusiastic and intelligent participation in the building of a Christian community and world?
5. Does it develop the ability and desire to participate in the life and work of the church?
6. Does it give a Christian interpretation of life and of the universe?
7. Does it give a knowledge, understanding, and love of the Bible, and an intelligent appreciation of other records of Christian experience?

These questions must constantly be before the leaders of the educational work in the church. Success can be rated only in terms of the ability to give an affirmative answer to one or

more of them. If we had perfect measuring sticks whereby we could ascertain the extent to which these ideals have been attained, we would not need to go further in this standard. We do not, however, have such measures of spiritual attainment. Only very gradually are such instruments of measurement emerging.

We must therefore move beyond the statement of desired product to that of the *conditions* under which this product will most likely be attained. Here we can be more specific in our requirements and more mechanical in our measurement. Even here we must bear in mind that the only purpose for setting up ideal conditions is that the best product may be attained. The items which will be presented in the remainder of this standard are *means*, not ends in themselves.

THE MEANS FOR ACHIEVING THE OBJECTIVES

The following outline will give a bird's-eye view of the scope of this standard. The figures following each item indicate the portion of the total 1,000 points to be allotted to it.

- I. *Curriculum* (325)
 1. Worship (70)
 2. Service (65)
 3. Study (70)
 4. Social and Recreational Life (55)
 5. Personal Experience in Religion and the Church (65)
- II. *Leadership* (285)
 6. Personal Qualities (95)
 7. Training and Experience (95)
 8. Teaching and Executive Ability (95)
- III. *Organisation and Administration* (245)
 9. Unity of Program (45)
 10. Budget (25)
 11. Staff of Workers (35)
 12. Training and Supervision of Workers (45)
 13. Administrative Management of Pupils (35)
 14. The Session (20)
 15. Records and Reports (15)
 16. Relationships (25)
- IV. *Housing and Equipment* (145)
 17. Rooms (40)
 18. Equipment (35)
 19. Literature and Supplies (40)
 20. Service and Upkeep (30)

I. Curriculum

WHAT IS A CURRICULUM?

The curriculum of Christian education consists of the experience of the learner in every area of life as it undergoes interpretation, analysis, evaluation, and control in terms of Christian ideals and purposes. It consists of situations to which the growing person is learning to respond in Christian ways. It is therefore an organized experience in Christian living under guidance. This experience will include meeting and responding to many specific situations through understanding, through choice of outcomes of conduct, through constructive activities, through the utilization of racial experience, through participation in Christian groups and through appreciation in worship.

The curriculum is more than a body of facts or knowledge to be transmitted to the pupil. It is made up of experiences of the pupil which are carried on in the group to control and enrich his growing insight into life and skill in living the Christian life. These experiences will be made up of such elements as investigation through trips and visits and through referring to records of the experiences of others as found in books; discussion of all phases of a problem in search of facts and values or principles. It includes also a study of the experience of others in literary form, both biblical and extra-biblical, for purposes of appreciation and insight; activities in world friendship, social fellowship, dramatic and manual expression; participation in community life through self-government, service to the church or to groups who need help or who are engaged in Kingdom enterprises. It includes also vital experiences in worship and training in worship.

The weekday church school, then, should provide a *life-centered curriculum*, in which the emphasis is not only upon more adequate knowledge but upon the provision of and participation in experiences which lead to growth in ability to control new experiences. The weekday church school, in other words, should be a laboratory of Christian experience, a place in which the boys and girls are learning to live the Christian life by living it. They must be led to discover for themselves what it means to live the Christian life. Upon discovering the principles of the Christian life, by recourse to personal experience, to the Bible, the life of Jesus, and God-filled men and women, they must be wisely guided in the practice of the Christian principles of living thus revealed. This is what is meant by a *life-centered curriculum*. It has first of all to do

with *life*, not books. It is interested primarily in establishing *attitudes, habits, skills, affections, ideals, motives, enthusiasms, loyalties*, and only secondarily in securing acquaintanceship on the part of the pupil with a body of subject-matter. The subject-matter is a means to an end. The end is a person growing in the ability to live a Christian life.

The weekday church school may not, because of obvious present-day limitations, provide all of the necessary curriculum experiences when first beginning its work; but in the course of time those in charge should constantly seek to expand the program until it does include the maximum of experiences not already provided for adequately by other educational agencies within the church and community. Close correlation with church, home, and community agencies is essential to prevent over-lapping and duplication.

In providing a curriculum such as has been described above the weekday church school must work in close correlation with other phases of the church school, the home, and community educational agencies.

1. *Worship*

Worship is an important means of developing an increasing sense of personal fellowship and communion with God and with one's fellow men. The experience of worship helps the pupil to have a growing appreciation of God and to understand him better. It helps to center his thought and feelings upon the commanding ideals of the Christian life. Working as it does so often in close cooperation with the public school, the weekday church school has an especially good opportunity, through worship, to spiritualize the every-day duties and the virtues which the public school inculcates, and give them religious significance.

a. *Provision for worship.* The weekday church school should provide for training and practice in worship of both the *formal* and the *informal* type. A good teacher will take advantage of opportunities to emotionalize an occasion, a decision, or a discovery, by leading the class to worship simply and spontaneously at the moment, informally. Formal worship need not be solely a matter of regular observance, but may also be a matter of special observance, when occasions such as Thanksgiving, Easter, Christmas, Mother's Day, and the several high national and religious days make the formal method highly effective.

- (1) Does each class have at least one-fifth of the time for worship, either in one period, or at intervals?

- (2) Is use made of both the formal and the informal or spontaneous types of worship?
- (3) Does a spirit of worship pervade the entire work of the school?

b. *Quality of programs*

Formal Worship

In order to secure the best quality of worship, programs should be carefully prepared and materials selected with reference to a central theme closely related to the experience, interests, and needs of the worshipers. The music used, both instrumental and vocal, should be appropriate to the theme and of such beauty and dignity as to create an atmosphere of worship. The room should be so arranged as to create a worshipful atmosphere.

- (1) Are the services of worship carefully prepared in advance?
- (2) Does the worship service usually have a central thought, with which the Scripture readings, hymns, music, prayers, and other elements are in harmony, thus giving unity to the whole?
- (3) Are the hymns expressive of Christian sentiment, and of such character as to stimulate dignified worship?
- (4) Is each worship service carried on in a spirit of sincerity and reverence, free from whispering, talking, disorder, and inattention on the part of pupils and teachers?
- (5) Are the services of worship such as to exalt better ideals of living and acts of service?
- (6) Are needless comments, announcements, interruptions, and distractions which would interfere with the spirit of worship avoided during the period of worship?
- (7) Is the arrangement of the room conducive to an atmosphere of worship?

Informal Worship

No "set" services of worship are, of course, contemplated in this type of worship. Nevertheless, the leader must have a command of resources which may be drawn upon at an instant's notice. The right hymn or song, the appropriate voicing of the appreciations of the group, the right suggestion, are not brought forth without some background of material. Worship may occur at any time in the session. With little children, grades one to four or five, it will be more frequent, perhaps,

than with older boys and girls. The informal method will demand much careful thinking on the part of the teacher, in an attempt to anticipate the worship needs of the class. The invariable qualities of informal worship are that it shall be natural, appropriate, arise out of a felt need or desire, and cause the worshipers to experience a feeling of satisfaction and joy.

- (8) Does the leader use the method of informal worship?
- (9) Does the leader try to make all informal worship as natural as possible?
- (10) Does the leader try to make all informal worship as appropriate as possible?
- (11) Does the leader try to make the informal worship produce feelings of satisfaction?

c. *Gradation of materials.* Programs of worship should be adapted. Hymns, prayers, readings, and other materials should be within the understanding of the pupils using them. With increasing maturity of the worshipers, programs should advance from the elementary to more adult aspirations and expressions.

- (1) Is the theme of the worship service in every case one that the pupil can understand and appreciate?
- (2) Is the Scripture used understood by the pupils, familiar to them, and related to their experience?
- (3) Are the prayers used such as voice the needs, aspirations, and desires of the pupils in terms that they can understand and appreciate?
- (4) Are the songs and hymns used such as express the needs and aspirations of the pupils?
- (5) Are the stories or comments by leaders within the comprehension of the group?

d. *Leadership.* The leader of a worship service, whether he be a teacher or a pupil, must have made careful preparation. He must have the ability to enter into the thought and feeling life of the group and share the worship experience with them rather than conduct a program for them. Adult leaders will take pains to help pupil leaders to get this viewpoint. The formal program must not be a mere mechanical performance. Where the informal method is used the adult leader will need to be on the alert and quick to recognize an opportunity, or the expression by the children of a desire for worship. He will need to be skillful in making conditions favorable to the arousing of the desire to worship. He will need to cultivate the sense of fitness and the ability to suit word and act to the occasion. He will also need to be wise in the use he may make

of members of the class chosen to voice the worship feelings of the group.

- (1) Does the leader make careful personal preparation to enter with purpose, sympathy, understanding, and poise into the worship service?
- (2) Are pupil leaders aided by the teacher to enter into the leadership of worship with understanding?
- (3) Does the adult leader display skill in taking advantage of spontaneous desires as opportunities for informal worship?

e. *Pupil participation.* Pupils should have opportunity to share in the planning of formal worship programs, either as individuals or through committees. Frequent opportunity should be presented for individuals to lead worship programs.

The adult leader will appreciate the necessity of every member of the group participating in the act of worship. As aids to this end use should be made of familiar forms and materials and the program should center around familiar experiences that have meaning for the group. Joy and satisfaction in the worship experience are incentives to participation.

The leader will experience little difficulty in securing pupil participation in informal worship.

- (1) Is there general participation by the members of each group in the various parts of the program?
- (2) Do the members take part in their worship programs with evident enjoyment?
- (3) Do pupils have a definite share in planning and conducting programs of worship?
- (4) Is there opportunity in the service to make use of the contributions and suggestions of the pupils?

f. *Training in worship.* A definite time should be provided in the class period for training in the elements and modes of expression of worship. This training period should be separated from the worship period itself. It will be devoted to making the children familiar with new hymns, forms of prayer, responses, Scripture selections, et cetera. A vital feature of the training will be the interpretation of all materials used, so that they may be understandingly employed in the worship service. A very essential feature will be the explanation of public worship as carried on in the church service. Care should be taken also to encourage and aid the pupil in the formation of habits of private devotion.

- (1) Is provision made for training in the singing of hymns, sharing in Scripture responses, taking part in prayer, etc., apart from the periods of worship?

- (2) Is provision made for giving the pupils an understanding of hymns, responses, art masterpieces, and other materials used in the programs of worship?
- (3) Is provision made for the training of individuals and groups in the planning of worship?
- (4) Is the church worship interpreted for the members of the school so that they may take part therein with understanding and appreciation?
- (5) Is provision made for encouraging and aiding pupils to form the habit of private devotion?

2. *Service*

Learning to live the Christian life proceeds not only through worship and study but also through the doing of Christlike deeds. Personal service, helping and giving, are essential elements of a well-rounded curriculum of Christian education. Therefore opportunities for the practice of unselfish living must be provided in order to establish Christian habits. The service program of the weekday church school should be correlated with that of the Sunday church school and the vacation church school and not overlap or duplicate these unnecessarily; and with the weekday church school's own program of worship, study, work, and social activities. Through the program of worship a religious motivation for service may be developed; through study, investigation, and observation, needed information and stimulus may be imparted or gained; through work and social activities the deed of service itself is done and the resulting development of a Christian habit is accomplished.

a. *Provision for service.* A definite plan of service activities should be provided, regular and systematic, not one that is spasmodic or dependent upon the passing emotion or whim of individuals. The school should have a plan which is just as carefully worked out as are worship and study, and which is in close relationship with these activities.

- (1) Does the school have a definite plan of service in which all pupils may share?

b. *Quality of service program.* The service program should be *graded*. Group for group the program of activities should be suited to the stage of development of the group. It should be *continuous*, although any one project should not be so prolonged as to cause the pupils to lose interest. It should be *worthy*, including activities deserving the attention of the group. It should be *comprehensive*, including in its scope as many different types of service activities as possible, e. g., missionary

activities, community enterprises, world friendship projects, et cetera.

Service beneficiaries should be determined by the help of the pupils, investigated as far as practicable by the pupils, and the service activity executed, as far as advisable, by the pupils. All service activities once begun should be carried to completion. Each project should result, on completion, in feelings of joy and satisfaction on the part of participants, a necessary condition to further desire for service.

- (1) Is the program of service integrated with that of the church or churches carrying on this weekday school?
- (2) Is the program of service integrated with the program of worship so that pupils are motivated by the thought of "working together with God"?
- (3) Is the program of service integrated with the program of study so that the pupils are brought to intelligent realization of the needs of others?
- (4) Is the program of service integrated with the social and manual activities?
- (5) Are the pupils given opportunity to suggest and determine the character and objects of their service activities?
- (6) Do leaders suggest possible service activities only after careful thought?
- (7) Is the program of service activities graded?
- (8) Is the program of service activities continuous?
- (9) Is the program of service activities worthy?
- (10) Is the program of service activities comprehensive?
- (11) Do the pupils participate joyfully in service activities?
- (12) Does each experience in service give such satisfaction and happiness that the pupil tends to desire a repetition of the activity?

c. *Spirit of service.* The educational value of service depends not so much upon what is done or the amount given as upon the spirit and manner in which the service is rendered or the gift made. Christian service should be an act of full and joyous self-expression and self-denial. It should be entirely voluntary and rendered in a spirit of brotherly kindness and love. Deeds of service should be done "as unto God." Pupils should be led to understand that in serving they are having fellowship with Him who was "servant of all."

- (1) Is emphasis placed upon the fact and the spirit of giving rather than the amount of the gift?

- (2) Is service rendered in a spirit of true fellowship with those served so as to create feelings of sympathy and love instead of pity, condescension, and patronage?
- (3) Does participation in service projects result in a keener appreciation by the pupils of the worth and dignity of the persons served and never in a feeling of superiority?
- (4) Are direct giving and personal sacrifice encouraged?
- (5) Is any money given by individual pupils really their own, which they are sharing in the spirit of love and sacrifice?
- (6) Is a definite attempt made to point out the fellowship with Christ that Christian service implies?

3. *Study*

The term "study" is here understood as including all the *learning* activities in which both pupils and teachers engage. It includes such activities as discussion and investigation through the help of trips, books, or experts; examination of the experiences of others, as found in the Bible and other books; story-telling; dramatic and manual activities; service; preparation for worship through memorization, interpretation, and discussion; and social and play experiences.

a. *Study or class periods.* These should be of sufficient length to make efficient work possible. The amount of time required varies with the age of the group and the nature of the subject. In cases where separate sessions for worship and study by classes are held, there should be a minimum class session of forty-five minutes for a school meeting once a week and a minimum class session of thirty minutes for a school which meets more than once a week.

- (1) Does the schedule provide class periods in accordance with the above requirement?

b. *Materials.* Textbook materials should be used merely as a means to an end. They should be sufficiently varied to include the Bible and such other records of human experience as are of value in the development of Christian life and character. They should include biblical history and teachings, the history and teachings of the Christian Church, missions, personal religion and social problems, Christian service, and the opportunities and responsibilities of church membership. They should be adapted to the needs and experiences of the pupils.

- (1) Are the lesson materials graded and well adapted to the experiences, interests, and needs of the pupils?

- (2) Does the course of study provide for the consideration of the topics listed above?

c. *Method of treatment.* The weekday church school should make use of modern principles of teaching. Teachers should endeavor to guide pupils into worthwhile experiences in which they are actually living the Christian life. Such experiences are most effective when the teacher's part has been that of friendly guide and counselor rather than that of dictator or drill-master. In such cases the pupils' initiative and natural interests are fully utilized, both in planning enterprises and in carrying them to completion. A class so conducted is really a school in Christian living.

The value and effectiveness of study depends not only upon the nature of the materials but the way in which they are used. Study should be undertaken with a desire to learn the truth and to use it in the solution of practical problems in everyday life. The spirit of cooperation and fellowship should prevail. The pupils should share with one another and with the teacher in study and discussion.

- (1) Is there definite effort to secure cooperative study and discussion in class work?
- (2) Is effort made to discover and consider differing views regarding subjects under discussion?
- (3) Is effort made to cultivate open-mindedness on the part of the pupils?
- (4) Are study and discussion directed toward the solution of practical problems of everyday living?
- (5) Is there a definite effort to make the school a laboratory of Christian living?

4. *Social and Recreational Life*

Social and recreational activities may be a means of religious education and development. They should be included in the program of the weekday church school not for mere amusement nor as a bait to keep up the attendance, but because of the opportunity they present for the cultivation of fellowship, cooperation, self-control, fair play, and other desirable traits of character, and should be conducted in accordance with high moral ideals. This phase of the program will include guided play and recreation, picnics, outings, game tournaments, walks, hikes, and so forth.

a. *Time.* For the present, because of the limited time available, the weekday church school should carry on this part of the

program on other than "released time," cooperating with other agencies within the church and community offering a social and recreational program.

- (1) Is there a social and recreational program?
- (2) Is the social and recreational program provided on other than "released time"?

b. *Scope.* The extent of the social and recreational program provided by the weekday church school will depend in part upon the provision made by the home, the church, and such community agencies as exist. Duplication should be avoided except when it becomes necessary in order to overcome undesirable influences and associations.

- (1) Is provision made for such social and recreational activities as are not already furnished by the home, the church, or other agencies?

c. *Quality.* The religious educational values of social and recreational activities are realized only when these are conducted with definite purpose and in accordance with moral ideals, and when the pupils are guided in the planning and execution of the program as far as this is practicable.

- (1) Is the program of social and recreational activities definitely planned with a view to the development of character?
- (2) Is provision made for bringing together in a spirit of fellowship persons of different racial, cultural, or social background?
- (3) Are clean play and good sportsmanship emphasized as of more importance than the winning of games?
- (4) Is responsibility for organization and conduct of social and recreational life placed upon the pupils in the older groups?

5. *Personal Experience in Religion and the Church*

a. *Personal Commitment.* The weekday church school seeks to lead the pupil into loyalty to Jesus' cause and program and into making manifest in his daily life and conduct the things for which Jesus stood. It also seeks to lead the pupil to accept Jesus Christ as Lord and Savior and to secure his declaration of allegiance to him. The question of personal commitment should be made a matter of discussion in classes, beginning at least in the sixth grade, and of personal interviews. The weekday church school should work in close harmony with what is being done elsewhere in the church. In the case of an inter-

denominational weekday church school, care should be taken to direct the interested child to the pastor or other responsible person in the church preferred by the pupil or his parents.

- (1) Is there a definite effort made to help each pupil develop an intelligent faith in Jesus Christ?
- (2) Is definite effort made to help each pupil develop increasing devotion to Jesus Christ and his way of life?
- (3) Is effort made to lead those who are intelligently and spiritually prepared therefor to personal commitment to Jesus Christ?
- (4) Is care taken to direct all interested children to the pastor or church preferred by the pupil or his parents?

b. *Participation in the work and life of the church and of society.* The church is an organized society of Christians. The processes of religious education may not be carried on successfully without the highly effective educational means that the church itself supplies. These means include Christian fellowship, association, example, the opportunity for participation and practice in a Christian society, the atmosphere of social goodwill and love. The worship and work of the church are invaluable means to religious development second only to the Christian family in effectiveness.

The weekday church school should encourage the pupil to participate in the life of the church by attendance at its services, by the contribution of helpful service, and by any other way that presents itself. The weekday church school should make it increasingly possible for children to experience wholesome and wholehearted participation in creating the Kingdom and Family of God through the discovery of facts and through other such experiences which will make for critical evaluation and constructive criticism of the social and economic order, of racial relationships and other relationships having reference to the establishment of world peace.

- (1) Is provision made for training in the general meaning and duties of church membership?
- (2) Is effort made to secure the participation of the child in the life of the church by attendance, participation in the worship of the church, acts of service to the church, etc.?
- (3) Is effort made to provide opportunity for children to discover facts relating to the present social and economic order, race relationships, world peace, etc.?
- (4) Is effort made to encourage children to evaluate and make constructive criticism of the present moral and economic order, race relationships, world peace, etc.?

II. Leadership

The requirements included in this section of the standard must be applied to each individual worker in the school. To get the score for the school, take the scores for all the workers and find the average. Teachers and supervisors will do well to examine themselves on these questions, irrespective of any plan for the scoring of the school.

6. *Personal Qualities*

Effective leadership depends to a large extent on the personality of the leader. Certain traits may be recognized as essential to a good leader in the weekday church school. Let the rating of each worker be based on the extent to which the following questions can be answered affirmatively:

- (1) Does he show a deep Christian purpose and a spirit of enthusiasm and optimism?
- (2) Do the pupils like and respect him?
- (3) Has he a friendly and sympathetic understanding of his pupils?
- (4) Does he exercise leadership in a spirit of friendly and resourceful guidance rather than that of autocratic control?
- (5) Does he show interest in and loyalty to the school by being regular and punctual in attendance, by a spirit of cooperation, and by careful preparation for his work?
- (6) Does he show initiative and resourcefulness?
- (7) Is he able to work with others?
- (8) Is he open-minded and fair in his attitude toward differing and conflicting viewpoints and opinions?
- (9) Does he have a spirit of loyalty to the church as shown by attendance at its services, financial support, cooperation in its enterprises, etc.?

7. *Training and Experience*

A worker in the weekday church school should be experienced in Christian living and in the task he undertakes. He should have specific training for his work, including a knowledge of the needs, activities, interests, and characteristics of the pupils; a knowledge of the principles, materials, and methods of teaching; and a knowledge of the Christian message and program. He should not only have training but successful experience under the supervision of a competent worker. In general it

may be said that the general education should be equivalent to that of teachers in cooperating public schools. In addition to the general education of the teacher the requirements should include the full Standard Leadership Training Curriculum in specialized training.

NOTE.—The training of leaders for the weekday church school is a matter calling for careful study. The ideal standard of training recommended should include a minimum of 15 semester hours of study of specific subjects in religious education, such as, Bible, Christian religion, principles of religious education, educational psychology, educational methods, and practice teaching.

For Teachers

- (1) Is he of sufficient maturity to command the respect of the group he teaches?
- (2) Is he sufficiently young in spirit to appreciate the point of view of his pupils?
- (3) Is his general education equal to the general education (not counting normal school or other special training) required by the public schools for teachers of like grade in the community?
- (4) Has he had special training in religious education as required above?
- (5) Does he seek and willingly accept the assistance of his supervisor in the improvement of his work?
- (6) Has he had at least a year of teaching experience under competent supervision?
- (7) Does he read at least two religious educational journals regularly and six books on religious education each year?
- (8) Does he regularly attend the workers' conferences of his weekday school?
- (9) Does he attend at least one institute, conference, or training school in religious education each year?

For Supervisors

NOTE.—The minimum academic requirement for supervisors is thirty hours of graduate work beyond the college degree in the field of religious educational technique.

- (10) Is his general education equal to the general education (not counting normal school or other special training) required by the public school for supervisors of like grade in the community?
- (11) Has he had special training in religious education as required above?
- (12) Has he had at least a year of supervisory experience?

- (13) Does he read at least two religious educational journals regularly and six books on religious education each year?
- (14) Does he attend at least one institute, conference, or training school in religious education each year?

8. *Teaching and Executive Ability*

The final test of a teacher or supervisor in the weekday church school is the degree of success with which he performs the tasks which he undertakes. Knowledge of the technique of teaching must be accompanied by skill, which comes from concentration, devotion, and practice, and the ability to get things done in the right way. The following questions are to be asked concerning teachers only.

For Teachers

- (1) Does he consciously seek to meet the moral and spiritual needs of his pupils?
- (2) Does he attempt to acquaint himself with the interests of the members of his class and adapt his teaching procedure to their individual interests and needs?
- (3) Does he familiarize himself with the course of study as a whole before the first session of the class, and regularly prepare for each session?
- (4) Does he consistently secure and hold interest and attention?
- (5) Is he skillful in the choice and use of appropriate teaching methods, such as the use of suitable questions, leading discussion, telling a story, leading pupils into fruitful activities?
- (6) Does he successfully secure the cooperation of the pupils and their homes in the preparation of assignments?
- (7) Does he show initiative and ability in planning his work and in meeting the various situations that arise in the conduct of it?
- (8) Does he stimulate and effectively guide cooperative study and discussion instead of doing most of the talking?
- (9) Does good order prevail in his class?
- (10) Is he open-minded and fair in bringing out the different aspects and points of view regarding disputed questions?
- (11) Does his leadership contribute to continuous growth of the members of his group in Christian character?

Teachers should not be left to work in isolation but should have the sympathetic support of competent supervisors. The teachers should regard the supervisor as a helping teacher and the supervisor should strive constantly to establish the spirit of confidence, cooperation, and professional comradeship in a common cause. Persons who are engaged in the work of supervision will do well to cultivate in their own lives such character traits as tact, sympathy, fairness, open-mindedness, and good judgment.

Supervisors and teachers should cooperate in the making of the program of the school. Only as mutual understanding and sympathy exist toward the program will full cooperation in its execution be possible. The supervisor is to support the work of the teachers, encourage professional growth, adapt the curriculum to local needs, and improve teaching procedures. The improvement of teaching procedures may be directed through certain specific supervisory activities, among which are: classroom visits by the supervisor; visits by teachers to other schools for observation of technique; discussion of teaching problems in staff meetings; demonstration of teaching technique by the supervisor or teacher before a group of observing teachers; the use of written instructions; the making of a lesson plan; the use of rating scales or score cards; personal conferences with the teachers. The following questions are for supervisors only.

For Supervisors

- (12) Does he have a sympathetic, democratic attitude toward the teachers and their work?
- (13) Does he share with the teachers the task of program building and encourage their evaluations and suggestions?
- (14) Does he effectively adapt the curriculum to local needs?
- (15) Does he utilize effectively the supervisory measures which improve the teaching procedure, such as classroom visits, visits by teachers to other classes, demonstration of teaching technique, issuance of written instructions, group participation in making lesson plans, use of rating scales, and personal conferences with the teachers?
- (16) Does he secure the professional growth of the teachers through their attitudes of wholesome self-criticism and their familiarity with professional literature?
- (17) Does he have sympathetic interest in the teachers and their work?

- (18) Do the teachers hold the supervisor in respect and confidence?
- (19) Does he show initiative and resourcefulness in planning his work and in meeting emergencies and new situations?

III. Organization and Administration

There are several methods employed today in the organization of weekday church schools, some of which are met more frequently than others. These methods are classified into "types," of which three seem to predominate. These are:

Type I—*The Denominational, or Individual Church Type*, in which the weekday school is carried on by the local church alone, or by combinations of local churches of the same denomination (infrequently), the program being directly under the control of the local church or churches.

Type II—*The Individual Church-Cooperating Type*, in which all churches of whatever denomination organize their schools after Type I, but cooperate, through an advisory council, with each other. Each church is in entire control of its own school but finds it more advantageous to join with other churches in providing leadership training schools for the training of teachers, in dealing with the public school authorities, in carrying on financial campaigns, in the holding of public meetings, and in the purchase of supplies. Sometimes such an advisory council employs a supervisor or executive secretary, who may act in an advisory relationship to the several individual church schools, but without any authority to do more than suggest and advise.

Type III—*The Interdenominational, or the Interdenominational-Cooperating Type*, in which the school is administered by a Board, or Committee, or Council, much as a public school board administers the public schools. To this type of school would come all the boys and girls whose parents have expressed a desire to have them attend, regardless of their denominational affiliation. According to this type, each and every church participating has an equal voice in the determination of policies and programs.

For a more extensive study of the types referred to above, the reader is referred to International Council Bulletin No. 601, *The Weekday Church School*.

In determining the type of weekday church school which shall be organized in the church or community, the group or committee should keep in mind these questions: Does the type of school we are setting up make a distinct educational advance over existing Sunday school methods employed? Does it em-

phasize the child as the center about whom all the plans and programs revolve, and for whom, primarily, the school is proposed? Does it emphasize a curriculum that is suited to the spiritual needs of the child? Does it permit close correlation or integration with other phases of the church's program?

Equally important is it that there be kept in mind the maintenance of such relationships with the public school as are ethical and within the law. The church and school must cooperate, but this cooperation must be set up without in any way compromising the essential independence of church and state. The church must not expect the school to assume any part of the responsibilities that belong to the church, such as the responsibility for providing properly qualified teachers, a suitable place in which the weekday church school may meet, suitable equipment and supplies, and the means whereby the church may secure its pupils. The church school should not expect the public school to determine what shall be its policy or standards with reference to curriculum, teachers' qualifications, or methods of administration, but should voluntarily adopt and maintain such standards as shall be as high as those of the corresponding public school.

Still other considerations to keep in mind have reference to the degree of permanency of whatever agency is set up, the extent to which it is fitted to reach the maximum number of unchurched children and young people, and the maintenance of proper administrative and educational supervision.

Where the Type III school organization is contemplated it is especially important that the proper relation of the school to the churches and the existing religious educational agencies be set up. Due regard for the preservation of Christian ideals of goodwill, trust, and confidence, as between Jew, Roman Catholic, and Protestant, must be felt by pastors, leaders, and laity.

9. *Unity of Program*

The weekday church school should be recognized as a part of the total program of religious education of the church. It should be administered and supported by the church or churches through duly appointed officers and committees.

a. *Relation to the board, council, or committee on religious education.* The weekday church school is one of the educational agencies of the church. This relationship should be recognized both by the church and by the weekday church school. This relationship is best effected by putting the general direction of the whole church school, including the weekday school, in the hands of a board, council, or committee on religious education elected by the church. This board, council, or committee should

consist of from three to seven or more members, as the needs may require, chosen in the way preferred by the local church. Such a group should have charge of all the activities of the church school.

For Denominational Weekday Church Schools (Type I or Type II)

- (1) Does the school function under the auspices of a board, council, or committee on religious education of the church?
- (2) Is this board, council, or committee active in the administration and general oversight of the work, including the weekday church school?

For Interdenominational Weekday Church Schools (Type III)

Where a weekday church school represents several churches there should be a board, council, or committee, made up jointly by the participating churches, to consist of such number as the needs may require, elected from among the members of the respective local church boards, councils, or committees of religious education by themselves. In large (city) systems it is advisable to set up district or community boards. (See International Council Bulletin No. 601, *The Weekday Church School*, for fuller discussion of this subject.) Such district or community boards, councils, or committees would seek to set up a program in the weekday church school correlated with the religious education program of the churches participating, in such matters as common aims, common methods, activities of pupils, et cetera.

- (3) Does the school function under an interdenominational board, council, or committee on religious education?
- (4) Is this interdenominational board, council, or committee active in the administration and general oversight of the school?
- (5) Is the program of the weekday church school correlated with the programs of the Sunday church schools of the churches participating?

b. *Relation to other phases of the educational program of the local church and community.* To prevent duplication of effort and overlapping, the work of the weekday church school should be correlated with that of such other organizations as are under the direction of the board, council, or committee on

religious education, and such community organizations as deal with the children enrolled in the weekday church school.

- (1) Does the work of the weekday church school take account of what is going on in other organizations of the church and community?
- (2) Is the effort made to utilize the educational contributions of, e. g., Boy Scouts, Camp Fire Girls, Pioneers, Friendly Indians, or other educational programs sponsored by extra-church agencies, in the furtherance of the aims of the weekday church school?

10. *Budget*

The weekday church school should be regarded as an opportunity for investment on the part of the local church. Provision should be made in the church budget for the entire running expenses of its own school or its proportionate share in any cooperative enterprise.

The weekday church school cannot succeed permanently without adequate financial support. The annual school budget should be prepared with care well in advance and should include salary for supervisors and teachers on the scale of the cooperating public schools; library and reference books; textbooks for children; printing and publicity; promotion; transportation of pupils when necessary; light; heat; janitor service; and rent when necessary. Some schools or systems of schools may find it necessary to charge tuition, which is permissible.

Full report should be made of all expenditures and all books and vouchers carefully audited by a duly appointed auditing committee. These reports and the efforts to secure financial support should be made in such a manner as to educate the constituency with respect to the need and adequacy of financial support.

- (1) Does the school spend at least \$4.00 per year for each pupil enrolled?
- (2) Is the budget provided for by the church or churches?
- (3) Does the board, council, or committee on religious education have responsibility for determining and recommending the budget for religious education?
- (4) Are the supervisors and teachers privileged to share in the formation of the religious education budget?
- (5) Are the salaries of supervisors and teachers on the scale of the co-operating public schools?
- (6) Are expenditures incurred only on proper order of a responsible person or committee, and are the books regularly audited?

- (7) Are bills paid promptly and remittance made to proper authorities?
- (8) Are full financial reports made to the constituency as a means of education?

11. *Staff of Workers*

a. *Adequacy of staff.* Until the practice of religious education shall have progressed considerably further and more satisfactory arrangements than now seem possible shall have been made, the following standards for "adequacy of staff" are perhaps the best that may be set up.

The staff, if composed of full-time, compensated teachers, should consist of a sufficient number to make unnecessary classes of more than thirty pupils. No teachers of elementary grades should be required to teach more than twenty periods per week. Teachers of high school grades should not be required to teach more than thirty periods per week. No teacher should be required to teach more than four hundred pupils per week. The staff should include also a trained supervisor of teachers.

Where Full-Time, Compensated Teachers are Employed

- (1) Does each teacher have not more than thirty pupils per class?
- (2) Does each teacher of elementary grades teach not more than twenty periods per week?
- (3) Does each teacher of high school grades teach not more than thirty periods per week?
- (4) Is the total number of pupils taught by any one teacher four hundred or less?
- (5) Is there a supervisor?

Where Part-Time Teachers are Employed

- (6) Does each teacher have not more than thirty pupils per class?
- (7) Is there a supervisor?

b. *Method of appointment.* The principal or supervisor of the school should be appointed by the agency responsible for the school, and teachers should be appointed by this agency on nomination of the principal or supervisor. Assignments to class should be made strictly on the basis of qualifications for the task. Some suitable method of consecration and installation should be employed.

- (1) Are teachers and supervisors elected or appointed annually?

- (2) Are they assigned on the basis of qualifications and with regard to the welfare of the pupils they are to teach?
- (3) Is there an annual public installation and consecration of supervisors and teachers?

c. *Participation.* The school should be a joint enterprise of supervisor and teachers. Teachers should have the privilege of sharing in the administration of the school and the improvement of teaching, through original research, experimentation, and observation. They should be encouraged to participate in the determination of policies and permitted to contribute to the construction of curricula. The administration of the school, or system of schools, so far as the relationship between supervisor and teachers is concerned, should be an exemplification of the principle of pupil participation and cooperation as employed by the best teachers in guiding a group of pupils in their religious education.

- (1) Is opportunity given to workers to share in the general planning of the school?
- (2) Do the workers share in the determination of school policies?
- (3) Are workers encouraged to contribute to the construction of curricula?

12. *Training and Supervision of Workers*

a. *Training policy and program.* In view of the increasing emphasis upon an adequate academic training for teachers and supervisors in the weekday church school, more and more effective measures for training must be urged upon candidates.

Those responsible for the weekday church schools of a community should adopt a training policy, set up specific standards of training for teachers and supervisors, and use every possible measure looking to the adequate preparation and training of workers. Where the local church or community is dependent upon non-professional workers and cannot employ full-time teachers, effort should be made to organize a standard school of religious education, with the best instructors obtainable, which the weekday church school teachers should be required to attend. Definite standards of requirements should be set up and any remuneration offered should be based on the extent to which the teachers seriously attempt to fit themselves for intelligent service. Where a standard training school is impracticable, the workers should be encouraged to attend summer training schools or taking training by correspondence.

Where full-time, compensated teachers are possible, the standard of requirements for training should be that set forth

in Section II—7 and 8 of this standard. Remuneration should be proportionate to the professional equipment of the teacher.

For Communities Where Full-Time Teachers are Employed

- (1) Is there a definite standard of training required of teachers?
- (2) Is there a standard of training required of supervisors?

For Communities Where Part-Time Teachers are Employed

- (3) Is there a definite requirement to attend training school or classes?
- (4) Is there a training school or class provided?

b. *Supervision.* By supervision is meant that type of leadership which has for its purpose the enlargement of educational opportunity for pupils through the improvement of teaching procedure. Administration is an aspect of the work of the educational executive that cannot be fairly included under the term supervision and should therefore not be so considered.

Teachers should have the guidance and stimulus of a friendly person to whom they may go for help and counsel and who may come to them with suggestions and advice. If there is no properly trained supervisor, the pastor, director of religious education, or other person designated for the purpose should take this responsibility of supervision. Such leaders acting in this capacity should seek to secure some training for this work.

- (1) Is supervision (such as visitation of classes; conferences with individual teachers; group conferences; the encouragement of workers to visit the public school or other weekday schools; referring workers to training courses, books, magazines, etc.) carried on in this school?
- (2) Do all the teachers have the benefit of contact with some officer in this capacity of supervisor?

c. *Teachers' conference.* A general teachers' conference should be held at least monthly for business, inspiration, and growth in general educational or religious thought. The educational feature of the program may consist of an address on some phase of the work of religious education, delivered by some member of the group or an outside speaker, the co-operative study of a book or magazine on religious education, or the discussion of some topic of importance to the religious educational program. There should also be meetings of the teachers of each grade at least once each month to plan for the most effective materials and methods, clarify the purpose and

values of the particular group of lessons, and evaluate the work of the last period.

- (1) Does the school have a monthly general teachers' conference?
- (2) Does the school hold conferences for each grade at least once each month?
- (3) Do all the teachers attend these conferences?
- (4) Is an educational or religious topic provided as the main consideration of the teachers' conference?
- (5) Is careful preparation made for the programs of the conferences?
- (6) Does the program provide for the participation of the members?

For Communities Where Schools are of Type I.

- (7) Do the teachers of the various weekday church schools of the community meet for mutual consideration of problems, the cooperative study of a book or magazine on religious education, or to hear an address on some phase of religious education?

d. *Workers' library.* Proper preparation and growth on the part of the workers requires that books and magazines be made available for their use.

- (1) Is there a workers' library in either the school or the public library, with books on religious education set aside for the weekday church school workers, and a plan for its use?
- (2) Is there a plan whereby the teachers receive regularly a good magazine on religious education?

13. *Administrative Management of Pupils*

a. *Discovery and enrolment.* The church, in cooperation with other educational institutions, has responsibility for the complete Christian education of its entire constituency and all others in the parish not now connected with any other church or school.

The constituency of the weekday church school may be considered to be the constituency of the church or churches cooperating, and in addition, all the unchurched children of public school age.

Definite plans should be in operation for the enrolment of pupils. The school should aim to have in attendance at its sessions every member of the constituency who can be present. If the school is conducted on released time, the enrolment may be secured in cooperation with the public and private schools.

All enrolments in the weekday church school should be on the basis of the free choice of parents. Attendance upon weekday church school *is not to be understood as compulsory* where the school is conducted in cooperation with the public school. Membership in the school, if conducted on released time, *should be at the written request of the parent.*

- (1) Is there a definite plan for enrolment?
- (2) Is there a systematic study or survey of the community or public school district to ascertain the non-church school attendants?
- (3) Is there a comparison of enrolment of the weekday church school with the church and Sunday school enrolment of the churches participating?
- (4) Is systematic, sustained effort made to secure the enrolment of prospective members by means of personal invitation, visitation, etc.?
- (5) Is enrolment, on released time, at the written request of the parent?

b. *Grouping.* In schools held on released time, grouping must of necessity follow rather closely the grouping of the public school. In schools not held on released time careful consideration should be given to the pupil's physical maturity, his social grouping, grade at school, and characteristic spiritual needs. It is recommended that pupils be grouped with only one grade in each class.

Some weekday church schools group two or more public school grades into one class for purposes of economy. Where the resulting group is not too large this is justifiable. The size of the class depends on several factors: the age of the pupils; the ability of the teacher; the availability of separate classrooms; the character of the equipment; and the teaching method employed. No teacher should be required to teach more than thirty pupils.

For Schools Held on Released Time

- (1) Is not more than one grade grouped in each class?

For Schools Held on Other than Released Time

- (2) Is consideration given to physical maturity, social grouping, grade at school, and spiritual needs of pupil in placing him in a class?
- (3) Is there an officer responsible for grading?
- (4) Is grading done in every case by this officer?

c. *Recognition.* Recognition of achievement should be made at the end of each year or of each semester if classes change at that time. Recognition time should be made the occasion of a dignified and meaningful program to recognize those who have shown development and progress or who have completed the work of the year satisfactorily.

NOTE.—While the weekday school using public school time cannot promote regardless of public school grading, the school on free time should show this recognition through promotion. The individual weekday church school should correlate this with the promotion plans of the Sunday church school.

- (1) Is provision made for recognition?
- (2) Is recognition given only to those who have satisfactorily completed the work of the year or have achieved definite goals set up for the year?
- (3) Is there a dignified and meaningful program of recognition?

d. *Pupil participation.* The pupil-centered ideal for a week-day church school requires that boys and girls shall be taken into partnership with the teachers in the educational process. With the increasing maturity of the pupils the leadership of the group should be gradually transferred to the members who act directly or through their duly elected representatives, the adults participating as counselors and guides. A definite beginning of pupil leadership of worship, discussion, research, investigation, play, and social life, should be evident as early as possible, depending on the type of children, with more and more responsibility and recognition given in each succeeding grade.

- (1) Are the teachers constantly trying to arouse the members to the exercise of their talents and powers of leadership?
- (2) Are the pupils permitted to exercise their judgment and initiative in the solution of problems, the determination of policies, and the building of programs at the earliest possible age?
- (3) Does the organization include pupil officers and committees with an adult counselor wherever possible?
- (4) Are these officers elected in a democratic manner?
- (5) Are the special programs of these groups conducted under the guidance of committees of pupils?

e. *Regular and punctual attendance.* In order to get the best results a pupil should attend with regularity. Frequent absences make for loss of continuity and consequently for loss of interest. All pupils should be present promptly at the opening of each session.

For Schools Conducted on Released Time

- (1) Is the average attendance 90% to 100% of the average number of pupils belonging to the school?
- (2) Is the average per cent of pupils arriving on time 100% of the pupils attending?
- (3) Is there a definite, systematic plan of notifying the public school of any absent pupils?
- (4) Is the public school notified of absent pupils within twenty-four hours of the absence?

For Schools Conducted on Other than Released Time

- (5) Is the average attendance 70% to 100% of the average number of pupils belonging to the school?
- (6) Is the average per cent of pupils arriving on time 85% to 100% of the pupils attending?
- (7) Is there a definite plan of reporting absences of pupils to the homes?
- (8) Is the parent notified of the absence within 24 to 96 hours?

14. *The Session*

Sessions of the weekday church school should be held regularly throughout the public school year. The minimum should be two sessions per week of not less than 45 minutes actual time per session, or, one session of 60 minutes actual session time. The former is to be preferred. More time should be provided if possible and more sessions per week should be looked forward to as the ideal.

Nothing should be permitted to interfere with the holding of sessions regularly. Where released time is employed, special days and exercises of special character in the public school must not be allowed to interfere with the attendance of pupils at the weekday church school.

Concerning released time. Many leaders in the weekday church school field are convinced that the ultimate success of the movement depends in part at least upon the privilege of "released time," which is not to be confused with "dismissed time" (See page 5). Religious education is so important that it may not be best done on the free time of the pupil without the loss of certain intrinsic values. It is strongly recommended that every community seek to secure "released time" as a very necessary condition of successful work and a recognition by the public school of the value and importance of religion in the building of character. (See International Council Bulletin No.

601, *The Weekday Church School*, for a fuller discussion of the question of time.)

- (1) Is the school held throughout the public school year?
- (2) Is the school actually in session not less than 45 minutes each day twice per week?
- (3) Does each session begin and close promptly?
- (4) Are sessions held on released time?

15. *Records and Reports*

The school should maintain a system of accurate records. While it is not desirable that the system should be cumbersome or be weighted with unnecessary detail, it is important that it should carry all the information required for the administration of the school in accord with this standard. There should be a permanent record of every pupil indicating his progress for each year of his life within the school. Reports should be regularly made by teachers and supervisors to the responsible board of the local church, to parents, and to public school authorities as requested. All records and reports should be correlated with those of the local church or church school and not made and kept independently of these. (See the "International System of Church School Records and Reports.")

- (1) Does the school have a permanent record of each pupil including as a minimum information on the following items: name; address; telephone number; date of birth; parents' names and church connections; church membership; public school grade or occupation; date of first enrolment in school; yearly grade; promotions?
- (2) Does the school have a record of attendance of each pupil?
- (3) Does the school make such reports of enrolment and attendance as may be requested by the public school authorities?
- (4) Are the records used as a means for studying progress?
- (5) Does the school have a system of regular reports to parents?
- (6) Are regular reports made to the board, council, or committee on religious education; to the workers' conference; to the official body of the church; and to the congregation?
- (7) Are the necessary reports and information furnished to denominational and council of religious education offices?

16. *Relationships*

The weekday church school does not live and work to itself alone. The pupil whom it teaches has many and varied contacts throughout the week which have an influence on his spiritual growth.

a. *The Church.* The weekday church school in all matters of organization and administration should be recognized as a part of the total program of religious education in the church or churches participating. The sympathy and active cooperation of the entire constituency is essential to the best work of the school. Definite means should be adopted of informing the constituency as to plans and program of the school. Conferences between weekday teachers and parents and Sunday church school teachers should be held regularly in order that there may be consultation regarding common problems and plans, and the closest possible correlation of programs.

- (1) Is the weekday church school officially recognized as a part of the total program of religious education in the church or churches participating?
- (2) Does the work of the weekday church school take account of what is going on in other organizations of the church, so as to avoid duplication and overlapping?
- (3) Is information concerning plans and programs of the weekday church school given regularly to the church or churches participating?
- (4) Are conferences held periodically between the weekday teachers and parents and Sunday church school teachers of the church or churches participating?

b. *The public school.* The weekday church school should avoid any organic relationship with the public school system. However, the detailed administrative relationships should be such as to make for cordial cooperation and mutual confidence.

One of the most important functions of the weekday church school is to interpret in terms of the Christian religion the subjects in the curriculum of the public school. The teacher in the weekday church school must be able to point out, e. g., the religious meanings of history, connect the facts of science, history, literature, et cetera, with the religious experience of the growing child and reveal their spiritual significance and implications. Especially in the field of character education must recognition be given to what the public school is doing, and its work utilized, built upon, and made increasingly effective

through the contribution which is peculiarly the function of the weekday church school to make.

Weekday church school teachers should be familiar with the work of the public school, especially such as immediately concerns the children of the classes taught by them. Visits to public school classes are important means to this end.

- (1) Is the weekday church school free from any organic relationships with the public school?
- (2) Are the administrative relationships such as make for cordial cooperation and mutual convenience?
- (3) Does the weekday church school take account of the work done for its pupils in the public school, especially in the field of character education?
- (4) Do teachers of children visit their rooms in the public school?

c. *The home.* The home is the most vital factor in character formation for pupils of all ages, and particularly for those of younger years. The school should, through a definite outreach into the home, help it to share most effectively in this common task. If teacher and parents are to cooperate in this sacred task of religious nurture, they must be partners in a common task. This calls for conference and discussion of common problems on occasions when the pupils concerned are not present. Teachers should also recognize that there is great value in visiting the pupil himself.

- (1) Does the school seek definitely to link up its work with the home?
- (2) Are meetings for parents held under the auspices of the weekday church school?
- (3) Is there home visitation by the teacher, visitor, or a committee of parents?

d. *Other agencies.* To prevent duplication of effort and overlapping, the weekday church school should take into account and work harmoniously with other agencies at work with and for children, such as the Y. M. C. A., (Friendly Indians, Pioneers, Comrades, High-Y Clubs, etc.), the Y. W. C. A., (Girl Reserves), Boy Scouts (including Cub Scouts), Boy Rangers, Girl Scouts (including Brownies), Camp Fire Girls (including Bluebirds), and so forth.

The public playground, the public library and the story hour, the garden clubs, and many other agencies, offer opportunities for experiences vital to the religious development of the child in which the religious educator should be interested.

- (1) Does the work of the weekday church school take account of what is going on in other organizations working with and for children in the community, so as to avoid duplication and overlapping?
- (2) Is the effort made to relate the work done by other community agencies, such as Y. M. C. A., Y. W. C. A., Scouts, playground, library, etc., to the work of the weekday church school?

e. *Religious education organizations.* A weekday church school should receive the help and confidence which may be derived from affiliation with the larger movement.

- (1) Does the school cooperate with denominational boards of religious education by giving its support in an approved way, by sending delegates to conventions and institutes, and by making use of such assistance in its work as the denominational boards may provide?
- (2) Does the school cooperate with the council of religious education (district, county, or city) and with the state and International councils, by giving its support in an approved way, by attendance at training schools, by sending delegates to conventions and institutes, and by making use of such assistance in its work as the councils may provide?

IV. Housing and Equipment

The building in which the weekday church school is held is a silent teacher from which the child may learn many lessons. The pupils' impressions of the place of worship and religious activity should be the best possible. It is true that the most excellent working conditions will not guarantee desired educational results. Nevertheless proper space and equipment are a great aid to the work. The special architecture, the religious pictures and symbols, the different type of decoration from that used in most other kinds of buildings, the religious associations not to be found in any other building, all combine to make the church or church school buildings the proper place in which to carry on the weekday church school. Unfortunately such accommodations are not always in sufficiently close proximity to the public school, but where they are not more than two to four or five blocks away from the public school they should by all means be utilized. The weekday church school is a *church* school and as such should be held if at all possible in the building provided by a church.

17. *Rooms*

The rooms in which the school of religion is held must be suitable for its purpose. They should make the pupils feel a sense of satisfaction and pride in ownership. They must be adequate as to number and size, properly arranged, and made as neat and attractive as possible. It is highly desirable that there should be a separate sound-deadened room available for each class.

- (1) Is the floor space provided for each pupil equal to fifteen square feet?
- (2) Are the rooms provided with adequate light (the ideal being $\frac{1}{4}$ glass area to each unit of floor area), and so arranged that the light does not strike the pupils directly in the eyes?
- (3) Are separate classrooms provided for each class?
- (4) Are suitable social and recreational rooms provided for classes meeting after school?
- (5) Are the rooms free from external physical distractions?
- (6) Are groups that worship simultaneously separated by soundproof partitions?
- (7) Do furnishings, woodwork, and general appearance meet at least the prevailing artistic standards of the homes and schools of the community?
- (8) Are classrooms convenient to the entrance and exit of pupils?
- (9) Are toilet facilities available, separate for boys and girls?
- (10) Are there cabinets or a storeroom for supplies?

18. *Equipment*

Public school experience has indicated the importance of suitable educational equipment. The best equipment is such as permits ready removal and re-grouping of furniture, to provide a variety of types of activity. Tables and chairs, blackboards and maps, Bibles and hymn books, piano or organ in each room, storeroom and cabinet, cloakroom and drinking fountain, library and reference material, are essential to good work. No teacher should be handicapped for lack of working tools.

- (1) Are seats provided to fit the pupils of different grades?
- (2) Is a suitable musical instrument, kept in tune, provided for use in worship?
- (3) Do pupils have tables, tablet armchairs, desks, or other working space?

- (4) Are framed pictures, chosen for their value in religious education and suitable to the age of the pupils, attractively placed in rooms used for worship and classwork?
- (5) Are blackboards and maps provided, sufficient for the needs of the school?
- (6) Are cabinets provided for use of teachers?
- (7) Is there a reasonable supply of equipment for the social and recreational program?

19. *Literature and Supplies*

Careful consideration must be given to providing a proper supply of literature and other working materials. The supervisor must be on the alert to provide these materials in plenty of time for use each year.

- (1) Is each pupil properly supplied with at least the working materials suggested in the teacher's helps being used?
- (2) Is each teacher properly supplied with at least the working materials suggested in the teacher's helps being used?
- (3) Are Bibles with readable type available for all pupils in the junior age group and above?
- (4) Are suitable hymnbooks provided and kept in good condition?

20. *Service and Upkeep*

One of the most severe tests of a church school plant is its proper upkeep. A good janitor is a very important asset to a program of religious education.

- (1) Is the heating system adequate at all times? Are thermometers in use and kept as nearly as possible at 68 degrees during the winter season?
- (2) Is the air in all rooms kept fresh throughout each session? (This should be carefully checked up by one who visits different rooms from time to time.)
- (3) Is the building, including furniture and fixtures, kept clean and in good repair?
- (4) Are all pupils provided with space where they may hang their wraps?
- (5) Are the grounds, lawn, and exterior of the building in good repair and as attractive as can be made?

Appendix

HOW TO USE THIS STANDARD

1. Make a careful study of the standard itself so that it may be fully understood. This study should be made by all of the teachers and the supervisor of the school. This will make an excellent program for one or more meetings of your teachers and supervisors. One of the chief values of the standard is to enable your workers to see their tasks in a bigger light, and to make plans for improvement.

2. Plan to score your school. This may be done either by one individual, by a committee appointed for the purpose, or by a whole group of workers cooperatively. If the latter plan is used it will be necessary for an individual or committee to gather certain data outside of meetings. For this purpose the special *Scoring Manual* should be secured, and a copy placed in the hands of each person who is to assist with the scoring. Make a careful rating of your school on each of the items of the standard, and put your results in such form that they can be preserved for future use.

3. If the scoring has been done by an individual or a committee, report the results to the entire group of workers. Give them an opportunity to discuss the scores assigned on each of the items. Discuss freely ways in which the school may be improved in order to score higher on these items. Out of this discussion should grow a program for the improvement of the school.

4. Plan a definite period during which the improvements on which you have agreed are to be made. This may occupy a quarter, two quarters, or a year. It is well to plan to do one or a few things at a time in order not to confuse your workers with many details. Let each understand clearly what the things are that he is to do in order to effect the desired improvement in the school.

5. At the end of the period set for improvement score your school again as before. Make a careful record of your rating on each of the items and compare this with the rating made on the first scoring.

6. Report again to the entire group of workers. Since new workers may have been added to your group since the first scoring it will be well to take time to interpret the items of the standard wherever necessary. Let the workers see the results of the two scorings side by side. A good way to do this is by means of a graph with a different colored line to represent each of the scorings. Discuss fully in your workers' conference the results of this second scoring. Out of this should grow a new goal for attainment which may occupy another period of time, at the end of which the process of measurement will be repeated.

Date Due

FEB 3

APR 6 '56

DEC 3 '57

DEC 16 '57

JUN 7 1958



LIBRARY RULES

1. No book may be taken from the library without being charged to the borrower. Borrowers are responsible for any damage done to the volumes while in their possession and are expected to make good all losses.
2. (a) **Reserve Books** may be borrowed for a period of two hours. In case no call has been made in the interval, books may be renewed for a second two hours. (Where there is only one copy, book must be used in the library.)
(b) Reserve books taken at 10 p. m. Mondays to Fridays are due at 9 a. m. the next morning. A reserve book taken from the library at 12 m. Saturday is due at 9 a. m. the following Monday.
3. Books not on reserve may be drawn from the library for two weeks and may be renewed once for the same period, except one-day books.
4. A fine of two cents a day will be charged on each book which is not returned according to the above rule.
5. **MAGAZINES ARE NOT** to be taken from the library without the special permission of the librarian.

TK12
In 85
St

3167

